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ABSTRACT

This document presents a comparison of 1971 college freshmen who have been divided into the subgroups of veteran and nonveteran to determine differences in personal background and characteristics. The Student Information Form (SIF) was used to elicit information from the 171,509 respondents. Some of the findings of the study include: (1) Veterans were from more disadvantaged backgrounds as measured by parents' educational backgrounds and incomes and fathers' occupations. (2) Veterans were more likely to be nonwhite. (3) As to religious background, the veterans were more likely to be Protestant and less likely to be Jewish or "other" than nonveterans. (4) Compared to 1.2% of the nonveterans, 38% of the veterans were married. (5) Veterans generally had poorer academic records in high school than did nonveterans, and the educational aspirations of the veterans were lower. (6) In giving reasons for deciding to attend college, veterans were more likely to give such reasons as gaining a general education, becoming more cultured, improving reading and study skills, and learning more about things that are of interest. They were less likely to say that they had come to college because they wanted to meet new and interesting people or because their parents wanted them to go. (HS)

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The Vietnam-Era Veteran Enters College

DAVID E. DREW
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THE VIETNAM-ERA VETERAN ENTERS COLLEGE

David E. Drew and John A. Creager

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The production of a report like this depends on the efforts of a number of people. Richard Anderson carried out the work on the computer required to generate the national normative tables. Some early secretarial work, primarily the typing of first drafts of some of the tables, was done by Melvena Kelley. Margo Green was responsible for all subsequent drafts of texts and tables, including the final report. Jeannie Royer gave much useful advice on format during these latter stages. Laura Kent provided editorial aid in the preparation of the final manuscript.

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The Vietnam-Era Veteran Enters College

David E. Drew and John A. Creager

During the past few years, new kinds of students have been entering our colleges and universities. No longer can the upper-middle class white male, who moves smoothly from a college preparatory program in high school directly into college, be regarded as the "typical" student. Among the various groups of nontraditional students that make for greater heterogeneity within the college population are those from racial or ethnic minorities, those from lower socioeconomic backgrounds, those whose academic ability or high school preparation is relatively poor (as judged by conventional criteria) and those who are older than the average undergraduate. One subgroup of this last category consists of those whose college education was delayed or interrupted by military service during the Vietnam era, whether they actually served in Southeast Asia or not. It is generally recognized that such students may benefit from college at least as much as the "typical" student.

In response to the challenges presented by these new kinds of students, a number of what are thought to be exciting innovations--e.g., open admissions, examination for credit, external degrees--have been introduced, many of them directed at older students, such as veterans, whose special needs stem in large part from their lack of an earlier opportunity to attend college.

Certainly higher education needs creative approaches for dealing with such problems. All too often, however, the academic community enthusiastically endorses new ideas without carefully considering their implications. This enthusiasm is frequently

accompanied by a failure to recognize that the idea may not really be all that new. Thus, educational theorists have a tendency to reinvent the wheel with great fanfare. So it is with some of the "innovations" relating to nontraditional students. For instance, many advocates of the open university tend to ignore the impressive work which the university extension systems have been doing for decades. Similarly, the far-reaching effects of a major social experiment--the World War II GI Bill--are often overlooked.

Following World War II, large numbers of ex-servicemen--by definition older than the average undergraduate--pursued a college education at a cost to the Federal government of millions of dollars. But despite this vast sum, and the massive number of students involved, little was done in the way of solid empirical research on the performance and experience of these ex-servicemen. One striking exception is the well-known study by Frederickson and Shrader (1952), whose sample of colleges was, unfortunately, limited to 16.

Each of the two Asian wars since World War II was followed by a new G.I. Bill. Early assessments indicated that the proportion of Vietnam-era veterans who took advantage of this legislation was much smaller than the proportion of World War II veterans who made use of the original GI Bill. The standard explanation for this lower rate was that, in contrast to the typical middle-class serviceman of World War II, the Vietnam-era veteran was much more likely to be from a disadvantaged social background and thus less likely to be college-oriented. To compensate for this, a number of Federal, state, local, and civic groups were mobilized to inform the returning veteran about new educational benefits available

through the most recent legislation. Perhaps as a result of these programs (and the new, more generous law), it is now the case that "Vietnam-era veterans are making greater use of their educational benefits under the GI Bill than did the veterans of World War II and the Korean Conflict" (ACE, HENA, 1972, p. 4). This article noted a study by the Veterans Administration which found that Vietnem-era veterans are going to college at the rate of 21.9 percent compared with 20.1 percent for the Korean Conflict veterans and 13.8 percent for those who served in World War II.

Unfortunately, as before, there has been virtually no large-scale empirical research about the Vietnam-era veteran in college. The need for such data has been recognized for some time. Frank Newman, Director of a key HEW task force on higher education, has commented in Senate hearings:

> There is no study that we have been able to find that supports [the] fact [that] returning GI students are better students. Every person I have ever talked to believes it. One of the interesting things is we have never studied it...(U.S. Senate, 1971, p. 2464)

A review, "Veterans in College" by Brent Breedin of the ERIC Clearinghouse on Higher Education notes that "there appears to be little research on the Vietnam veteran's performance in the classroom."

Any useful research on veterans as college students should start by contrasting the characteristics of such students with those of other students as they enter college. This report has that goal and draws upon the data base developed for longitudinal research purposes by the Cooperative Institutional Research Program

of the American Council on Education. Thus, statistics presented in this report are derived from a large national sample of both veterans and nonveterans.

The Cooperative Institutional Research Program

Each fall since 1966, when the Cooperative Institutional Research Program was launched, approximately a quarter of a million first-time, full-time freshmen have completed questionnaires designed to elicit a wide range of biographical and demographic data, as well as information on high school activities and behaviors, educational aspirations, career plans, financial arrangements, and current attitudes. These data provide input to the Council's longitudinal research base, further developed through followup questionnaires sent periodically to subsamples of each entering cohort.

This framework makes possible both descriptive profiles and longitudinal studies of undergraduate development. Through the use of weighting procedures (Creager, 1968), the results of both types of studies may be generalized to estimates of national parameters of higher education.

National normative reports have been produced on entering freshmen (e.g., ACE, Staff of the Office of Research, 1971) and at subsequent intervals in the college experience (Bayer, Drew, Astin, Boruch, and Creager, 1970) as well as with respect to specific subgroups of students (e.g., Drew, 1970; Bayer, 1972). Analytical studies have been conducted on such topics as theories of undergraduate aspirations (Drew and Astin, 1972). An accessing system makes these data available to social and educa-

tional researchers (Bayer, Astin, Boruch, and Creager, 1969); concurrently, steps have been taken to assure the confidentiality of the information provided by questionnaire respondents (Astin and Boruch, 1970).

A more extensive and detailed description of the various projects growing out of the ACE Cooperative Institutional Research Program can be found in The ACE Office of Research: Its Purposes and Activities (1972).

The Student Information Form

The Student Information Form (SIF), a four-page document containing a series of objective items, is typically administered to freshmen after they have matriculated but before they have experienced college: i.e., during the orientation period. Many items on the SIF remain unchanged from year to year so that trends among entering freshmen over time can be traced and analyzed; in addition, items are added to and dropped from the questionnaire each year. One such item, introduced in the fall of 1970, asked the entering freshman to indicate whether he had served in the armed forces. In 1971, this "veteran-status" item was modified slightly as follows:

Are you a Veteran? (Mark one)

0 No

0 Yes, I served in Southeast Asia

0 Yes, but I did not serve in Southeast Asia.

A copy of the complete form used in 1971 is attached as Appendix A. The questionnaire was constructed so that the responses could be recognized by optical scanning equipment and converted into a data tape for subsequent computer analysis. Because of their inclusion

on questionnaires from prior years, most of the items have been extensively pretested.

Sampling and Weighting

This report is based on responses to the SIF of the most recent cohort of entering freshmen on whom data are available: those enrolled as first-time, full-time freshmen in the fall of 1971. Although details of that survey have been reported in the published national norms for 1971 entering freshmen (ACE, Staff of the Office of Research, 1971), a few highlights are relevant to the present study. The population base consisted of 2,543 institutions listed in the Education Directory (USOE, 1970), which have freshman classes of at least 30 and which do not require undergraduate credits for admission. The student population consisted of the first-time, full-time students entering those institutions. Of 487 institutions participating in the 1971 survey, 326 provided data that met the quality-control requirements for inclusion in the national norms. The stratification and participation of these institutions are summarized in Table 1.

The present study compares the percentages of students in each of the subgroups of the normative sample (as defined by their responses to the veteran status item described earlier) giving responses to various categories of each item. Although some veterans are women, their numbers are too small to provide stable and meaningful normative data. It was decided, therefore, to limit this study to the responses of male students in the normative sample.

Ideally, the weighting factors for the veterans and the non-veterans subsamples should be recomputed, but such a procedure was not

possible because the relevant population parameters--such as the numbers of veterans enrolled in all institutions in each stratification cell and the proportion of veterans in each sample institution completing the Student Information Form--are unknown. It is therefore necessary to use the general survey weighting factors and specify the possible biases thus entailed. These considerations apply not only to specialized norms for the veterans subsample of the general freshman survey but also to norms for any specialized subsample, (e.g., black students, Jewish students).

The weighting of freshman data consists of the product of two factors, a weight among colleges and a weight within colleges. The among-college weight is the ratio of the first-time, full-time freshman enrollments cumulated for the population colleges in the relevant stratification cell to those enrollments for the sample colleges. The purpose of this weight is to render item counts (and derived statistics) in the sample reasonably representative of the population of freshmen entering the population of colleges and universities. The use of this weight for the veterans subsample assumes that variations among the sample institutions in the proportion of veterans average out to be the same as the proportion of veterans in the population institutions within each cell of the stratification design. Not only does this assumption appear to be plausible, but also the averaging process is carried further when weighted counts are pooled across stratification cells to form aggregate counts in the reported normative groups. The cell weights are computed separately for each sex in the total survey sample and need not be recomputed for exclusion of female students and all-female institutions in the present study. These weights for male students are shown in Table 1.

The second, or within-college, weight is the ratio of the enrollment of freshmen entering a particular sample institution to the number of freshmen in that institution who completed the SIF. As indicated above, quality-control procedures are used to judge whether data from a given institution are admissible into the normative sample. The use of this weight on the veterans subsample assumes that veterans within a sample institution complete the Student Information Form in the same proportion as nonveterans. The quality controls also indirectly constrain the degree to which this assumption is likely to be seriously violated. Nevertheless, it is possible for the two ratios to be somewhat different. This second type of weight is also computed separately for each sex and does not have to be recomputed for the exclusion of female students. The actual weight applied to each student's responses is the product of these two weights.

Distribution of Veterans by Institutional Type in 1971

The total number of participants in the 1971 entering freshman sample was 171,509. The sampling and weighting procedures made possible estimates of the national distribution of responses for a weighted total population of 1,634,154 entering freshmen, of whom 54 percent were men. Table 2 presents information on the number of participants and the weighted population estimates for both the veterans group and the comparison group of nonveterans. These data are presented separately for all institutions, and for two-year colleges, four-year colleges, and universities.

Table 3 (abstracted from the 1971 national norms) shows the percentages of each of three normative groups--nonveterans, veterans

who served in Southeast Asia, and veterans who did not serve in Southeast Asia--entering the various institutional types.

Of those men entering college, about 5 percent were veterans; 2.7 percent had served in Southeast Asia, and 2.3 percent had not. The fluctuations within types of institutions are interesting. For example, 8.1 percent of the men entering two-year colleges were veterans, as opposed to 1.8 percent of the men entering universities. Because of very low base rates, normative tables were not prepared for the finer categories of institutions.

As Breedin (1972) notes, the strong representation of veterans in public institutions is a phenomenon which began with the Korean War GI Bill. The World War II Bill, by allowing substantial tuition payments to the institution, had made it easier for veterans to attend private institutions (many of which, of course, have large tuitions). But because the government lost substantial revenues to entrepreneurial educational establishments, the bill that followed the Korean War made changes in the funding provisions. From that point on, a flat amount per month has been allocated to the veteran, with no additional payment to the school. In consequence, ex-servicemen have tended to enroll in the less expensive public institutions. Recently, several institutions, e.g., in Illinois and Massachusetts, have even taken steps to waive tuition completely for veterans.

The National Normative Profile of Veteran Students

The major content of this report is the set of normative tables following this text. There are two groups of tables. In the first group, pp. 29 to pp. 36, the responses of veteran men are compared

with those of nonveteran men. All figures are national population estimates of entering freshmen. In the second group of tables, pp. 37 to pp. 44, the responses of the two subgroups of veterans--those who served in Southeast Asia and those who did not--are compared. All statistics are given for three types of institutions--two-year colleges, four-year colleges, and universities--as well as for all institutions.[1]

Given the various logistical constraints on purely random participation in the original total survey and possible biases in weighting discussed above, the computation of sampling errors, or confidence limits, on the reported categorical response percentages is both difficult and tenuous. Some idea of the accuracy in the weighted estimates can be given in terms of the standard errors for each normative group, as these are computed for simple random sampling from an infinite population of students. These values, where the population parameter is assumed to be 50 percent, are shown in Table 4.

For items where the response percentages deviate appreciably from 50 percent in either direction, the sampling errors are somewhat reduced. On most items of interest, e.g., the student's race, the response percentages do differ significantly from 50 percent. Thus, for example, the standard error for nonveterans in all institutions (based on the 50 percent population parameter) as shown in Table 4 is .17. However, for the first race category, "white/Caucasian," the response percentage is 89 for which the standard error is reduced to .10.

[1] See Appendix B for items in which the original categories have been collapsed for reporting purposes.

The values in Table 4 are also reduced, but only slightly, when allowance is made for finite sampling and stratification, the latter being used to ensure some sampling in all sectors of higher education and to provide a basis in the weighting procedures for disproportionate sampling of institutions.

Since the normative groups in this report are statistically independent, comparing percentages between groups involves the standard error of the difference of the two percentages: $\sqrt{SE_{\%1}^2 + SE_{\%2}^2}$. Thus, differences between veterans and nonveterans in the "all institutions" comparison which exceed 2 percent can be considered significant. In comparisons based on the finer breakouts larger differences are required to achieve significance. In the most extreme case--Southeast Asia veterans versus non-Southeast Asia veterans in universities--the required difference could be as large as 10 percent.

Some allowance should also be made for the unknown amounts of nonrandom sampling fluctuations for which, as noted earlier, the weighting procedures could not compensate. Thus, reported percentages which are just barely "significant" should still be interpreted with caution.

Interpretation of Results

In this section, we shall highlight some of the differences that emerge from examination of the national normative tables.

Differences Between Veteran and Nonveteran Students

Naturally, the veterans were older: whereas the modal age of nonveteran freshmen was 18, the modal age of the veterans was 22 to 25.

Traditional measures of the socioeconomic status of college students include parents' income and education and fathers' occupation.

By all these measures, the veterans were clearly from more disadvantaged backgrounds. Both their fathers' and mothers' education tended to be less than that of the parents of other students; similarly, their parents had lower incomes. Among the specific findings with respect to father's occupation, a significantly lower percentage of veterans had fathers who were businessmen and a significantly higher percentage had fathers who were skilled, semiskilled, or unskilled workers.

Veterans entering college were less likely to be white than were other students. The percentage of blacks among the veterans was higher than that among the nonveterans at all types of institutions, particularly the four-year colleges (where 13 percent of the veterans, compared with 8.6 percent of the nonveterans were black) and in the universities (6.2 percent of the veterans, as compared with 2.7 percent of the nonveterans).

As to religious background, the veterans were more likely to be Protestant and less likely to be Jewish or "other" than were the nonveterans.

While only 1.2 percent of the nonveterans were married at the time of entry to college, 38 percent of the veterans were married. This difference is undoubtedly a function of the veterans' being older.

Veterans were significantly more likely than were other students to be going to an institution close to their homes. This tendency may simply indicate that they are more likely to regard their current residence as "home" than are typical freshmen, who are more likely to interpret the word as referring to their parents' residence.

Veterans generally had poorer academic records in high school than did nonveterans. Similarly, they were less likely to have recorded various secondary school achievements: in particular, being president of a student organization, winning a varsity letter in sports, being editor of the school paper, having original writing published, belonging to the scholastic honor society, and winning National Merit Scholarship recognition.

The educational aspirations of the veterans were lower. About 60 percent of them planned, as freshmen, to go no further than the baccalaureate; the comparable figure for nonveterans was 48 percent.

The veterans indicated less concern about financing their college education. Clearly, they expected to be aided greatly by GI Bill benefits resulting from their military service. Consequently, they were less likely to indicate loans, scholarships or grants, part-time or summer work or, of course, family aid as major sources of support.

Veterans were more likely to plan to major in business or in the category "other fields: technical" and less likely to plan a preprofessional major. These preferences were paralleled by their answers to the question on probable career.

In response to an item asking why they decided to go to college in the first place, veterans were more likely to give as reasons: gaining a general education, becoming more cultured, improving their reading and study skills, and learning more about things that interest them. They were less likely to say that they had come to college because they wanted to meet new and interesting people or because their parents wanted them to go.

In selecting their particular college, veterans based their decision more often on its proximity to their homes or its special educational programs and less often on its reputation.

The SIF included a number of items about attitudes toward political and social matters and about matters directly pertaining to college life. Veterans were less likely to believe that the death penalty should be abolished and that an individual person can do little to change our society.

On academic issues, veterans were more likely to support various forms of regulation of students by college officials, i.e., with respect to off-campus behavior, student publications, student protest, and banning campus speakers. Veterans were less likely to believe that faculty promotions should be based in part on student evaluation and that grades should be abolished. However, they were more likely to believe that everyone should be given an opportunity to go to college regardless of past performance or aptitude test scores and that open admissions should be adopted by all publicly-supported colleges.

Each student was asked to indicate his current political preference, the alternatives being "far left," "liberal," "middle-of-the-road," "conservative," and "far right." About 40 percent of each group considered themselves "middle-of-the-road." Of the remainder, more students in each group defined themselves as left of center than right of center by about a two-to-one margin. But veterans had a slightly greater tendency than did nonveterans to characterize themselves as conservative. Thus, 38.1 percent of the veterans defined themselves as far left or liberal, as compared with 40.4 percent of

the nonveterans. Similarly, 21.4 percent of the veterans defined themselves as conservative or far right, as compared with 15.9 percent of the nonveterans.

Each student was asked to indicate the importance to him of a number of life goals; alternatives ranged from "essential" to "not important." The goals given higher priority by veterans than by nonveterans were raising a family and never being obligated to people. Those goals given relatively low priority by veterans included having an active social life, having friends different from themselves, being very well-off financially, and succeeding in their own businesses.

Veterans consistently rated themselves lower than did nonveterans on a number of personal traits, including academic ability, athletic ability, mathematical ability, general popularity, popularity with the opposite sex, intellectual self-confidence, and writing ability. Exceptions to this pattern included defensiveness, drive to achieve, mechanical ability, and leadership ability, on which their self-ratings were higher than those of other students.

The SIF asked students to indicate their expectations about their future college experiences. Some of these items (as with other parts of the questionnaire) were inappropriate for veterans. For example, one question asked for the student's "best guess" as to the likelihood of his getting married while in college; since a large proportion of veterans were already married when they entered college, no meaningful comparisons could emerge from their responses. On those items which did apply to veterans as well as nonveterans, differences emerged: More of the veterans planned to vote in the 1972 presidential

election, and fewer expected to change their major field or career choices, or to join social fraternities. They were more inclined than were nonveterans to anticipate poor academic performance (a prediction consistent with their high school history) and to feel they would need extra time to complete their degree requirements. More of them planned to work at an outside job while in college. In response to another related item, veterans were more likely to say that they would probably require special help in English and mathematics. Finally, more of the veterans expected to be satisfied with their college.

The freshmen were asked to indicate which activities they had engaged in during the "past year in school." Approximately half of these items, e.g., "failed to complete a homework assignment on time," were inappropriate for the veterans since only 2.6 percent had graduated from secondary school in 1971. Some veterans may, however, have been taking some part-time, postsecondary education in 1971; for them such an item would be meaningful. Of the remaining items, some are appropriate for the veterans as well as for the other students but would have a slightly different meaning, e.g., "studied in the library." That is, while veterans may have studied in the library, it is not the same situation as a high school student studying in the school library. Finally there are a number of items for which the meaning to veterans and to other students would be essentially the same, e.g., "took vitamins," "discussed politics," "discussed sports."

Differences Between Veterans Who Did or Did Not Serve in Southeast Asia

With a few, mostly minor, exceptions, the characteristics of veterans entering college did not appear to be related to whether the veteran had served in Southeast Asia or not. Whatever differences

exist are likely to be a function of specific criteria the Department of Defense used at various times in making personnel decisions. That length of prior service may be one such criterion is suggested by the difference in the age distribution of veterans entering college in 1971. Nearly three-fourths of those who had served in Southeast Asia were in the 22 to 25 year-old age group when entering college in 1971, whereas only half of those serving elsewhere were in this age group.

Veterans who had not served in Southeast Asia were likely to be somewhat more able academically than those who had, but manifested the full range of possible responses to items asking for high school grades, high school rank, self-ratings of academic ability, expected need for special tutoring or remedial work, and past activities such as reading poetry and discussing religion or politics. The non-Southeast Asia veterans were more likely to check academic high school achievements but less likely to check achievements in sports; they were also more likely to have decided on a career.

Veterans who served in Southeast Asia were considerably more likely (90 percent) than those who did not (74 percent) to depend on their military service benefits as a major source for financing college. Although the two groups cited essentially the same general reasons for going to college, non-Southeast Asia veterans more often indicated that they chose their particular college because of the educational programs it offered. The two groups differed little in their attitudes, opinions and goals. The Southeast Asia veterans were more likely to attend colleges close to home and tended to agree more strongly with statements concerning opportunities to attend college. Generally, regardless of the item on which comparisons are made, the

differences between Southeast Asia and non-Southeast Asia veterans were small compared with those between veterans and nonveterans entering college.

Some Unanswered Questions

The veterans included in this study were those who entered college as full-time students for the first time in 1971. Since many veterans had some college experience before entering the service, and since many ex-servicemen attend school on a part-time basis, substantial numbers of veterans entering college were not included in this study. This fact limits comparisons of statistics from this study with those from other sources: e.g., the Veterans Administration. It is likely that most of those veterans who had some college experience prior to their military service were interrupted in their education by their country's demand upon them; it is also possible that some used military service as a socially acceptable reason for dropping out or as a ready, temporary solution to financial difficulties. In any case, those with some prior college education were likely to have had different military experiences than did those who never entered college previously; consequently, they may also have different patterns of future development.

Why, despite being somewhat older than the average student, do some veterans go to college on a part-time basis? Have they acquired families or other financial responsibilities that necessitate their working at outside jobs?

Despite the low base rate for female veterans entering college, this is an especially interesting group both from the standpoint of military experience and motivations for going to college. A sufficient

sample might be obtained by pooling several cohort samples and studying those characteristics which are commonly included in the freshman survey instruments.

The veteran-status item in our survey characterizes the veteran in terms of only one factor in his service experience: whether or not he served in Southeast Asia. Other factors in their service experience--branch of service, length of service, rank achieved when separated, career area, and training obtained while in the service--may well be important in differentiating veterans not only with respect to their characteristics on college entrance but also to their future development. To cite only one possible question of the many that could be explored: Do veterans pursue in college those careers in which they become interested while in military service?

The development patterns of veterans who go to college would appear to be a substantial area for empirical research in support of the national commitment to aid returning veterans. With reduced military involvement in Southeast Asia, and even disengagement a possibility, many men will be returning to this country at a time when the job market conditions may be unfavorable. Many will need advice on the best ways to use their Federal benefits. Such advice, if it is to be meaningful, must have a firm base in empirical research. In an age of accountability, veterans, nonveterans, government decision-makers and taxpayers need information on the benefits and impacts associated with the costs of the current GI Bill.

Table 1

1971 ACE Sample and Weights Used in Computing National Norms

Stratification Cell for Sampling		Number of Institutions			Cell Weights Applied to Data Collected From Men[a]
		Population	Participants Total	Participants Used in Norms	
Public University					
	Selectivity:				
1.	Less than 550	72	20	7	8.9
2.	550-599	31	10	5	7.0
3.	600 or more	16	7	5	3.1
Private University					
	Selectivity:				
4.	Less than 550	18	8	6	2.5
5.	550-599	14	5	2	6.9
6.	600 or more	35	18	7	7.2
4-Year Public College					
	Selectivity:				
7.	Less than 450	97	10	5	19.2
8.	450-499	66	13	9	8.8
9.	500 or more	73	16	11	6.2
10.	Unknown	87	12	6	15.2
4-Year Private Nonsectarian					
	Selectivity:				
11.	Less than 500	75	22	13	5.1
12.	500-574	38	11	8	3.3
13.	575-649	50	24	20	2.6
14.	650 or more	45	26	20	2.2
15.	Unknown	156	17	9	11.2
4-Year Catholic					
	Selectivity:				
16.	Less than 500	62	17	16	3.9
17.	500-574	72	20	14	3.5
18.	575 or more	39	16	12	1.5
19.	Unknown	45	5	4	19.1
4-Year Other Sectarian					
	Selectivity:				
20.	Less than 450	56	15	10	4.6
21.	450-499	54	13	10	6.2
22.	500-574	73	26	22	3.5
23.	575 or more	54	23	18	2.5
24.	Unknown	95	6	5	19.9
2-Year Public					
	Enrollment:				
25,26,27.	Less than 500	408	28	19	17.0
28,29.	500 or more	378	36	18	25.2
2-Year Private					
	Enrollment:				
30,31.	Less than 250	163	21	16	10.3
32.	250-499	50	9	6	11.8
33.	500 or more	19	3	3	4.6
Predominantly Black					
34.	Public 4-year	36	16	9	4.6
35.	Private 4-year	49	12	9	6.5
36.	2-year	17	2	2	8.8

[a]Ratio between the number of 1970 first-time, full-time men enrolled in all colleges and the number of first-time, full-time men at colleges in the ACE sample.

Table 2

Number of Sample Participants and Weighted Population Estimates
By Veteran Status and Type of Institution:
1971 Freshmen Men

Norms Group	Number of Institutions in the Sample[a]				Unweighted Sample Size				Weighted Population Estimates			
	SE Asia Vets	Non-SE Asia Vets	All Vets	Non Vets	SE Asia Vets	Non-SE Asia Vets	All Vets	Non Vets	SE Asia Vets	Non-SE Asia Vets	All Vets	Non Vets
All Institutions	204	189	236	298	1,406	1,347	2,753	89,672	23,528	20,749	44,277	845,045
Two-Year Colleges	54	53	56	58	687	548	1,235	14,665	16,752	13,595	30,347	345,564
Four-Year Colleges	124	112	152	208	474	579	1,053	46,279	4,831	5,384	10,215	296,717
Universities	26	24	28	32	245	220	465	28,728	1,945	1,770	3,715	202,764

[a]Since institutions having only female students were excluded from this study, the number of institutions in the sample is 298 instead of the 326 included in the National Norms for Entering Freshmen, 1971.

Table 3

Percentages of 1971 Entering Freshmen Men
By Veteran Status and Institutional Type

Norms Group	Nonveteran	Southeast Asia Veteran	Non-Southeast Asia Veteran
All Institutions	95.0	2.7	2.3
All Two-Year Colleges	91.9	4.5	3.6
All Four-Year Colleges	96.7	1.6	1.8
All Universities	98.2	.9	.9
Two-Year Colleges:			
Public	91.6	4.6	3.7
Private	94.9	2.7	2.4
Four-Year Colleges:			
Technical Institutions	96.7	.3	3.0
Public	95.1	2.7	2.2
Private Nonsectarian	98.3	.8	.8
Protestant	98.2	.9	.9
Catholic	98.7	.9	.4
Universities:			
Public	97.8	1.2	1.0
Private	99.5	.2	.3
Colleges for Men:			
Nonsectarian	99.6	.3	.2
Catholic	99.4	.3	.2
Coeducational Colleges:			
Nonsectarian	98.1	.9	1.0
Catholic	98.4	1.1	.5
Predominantly Black Colleges	93.5	3.5	3.0
East	95.2	2.3	2.4
Midwest	93.7	3.3	3.0
South	96.3	2.1	1.6
West	95.4	2.9	1.7

Table 4

Approximate Standard Errors of Item Response Percentages
When Population Parameter is 50 Percent

Norms Group	Standard Error			
	Southeast Asia Veterans	Non-Southeast Asia Veterans	All Veterans	Nonveterans
All Institutions	1.33	1.36	.95	.17
Two-Year Colleges	1.91	2.14	1.42	.41
Four-Year Colleges	2.30	2.08	1.54	.23
Universities	3.19	3.37	2.32	.29

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1971 National Norms

Weighted National Norms By Veteran Status:

Freshmen Men

WEIGHTED NATIONAL NORMS
BY VETERAN STATUS AND TYPE OF INSTITUTION
FRESHMEN MEN: FALL, 1971

ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
AGE BY DECEMBER 31, 1971								
16 OR YOUNGER	.0	.1	.0	.0	.0	.1	.0	.1
17	.0	2.7	.0	1.7	.0	3.1	.0	4.0
18	1.0	74.0	.6	66.8	2.6	77.8	.6	80.9
19	4.2	19.4	2.7	25.0	9.3	16.6	2.7	13.7
20	4.8	2.5	4.6	4.3	4.8	1.6	6.7	.7
21	9.3	.5	9.2	.8	7.8	.4	13.9	.2
22-25	62.4	.5	64.5	.8	56.2	.3	62.7	.2
26 OR OLDER	18.2	.3	18.5	.5	19.3	.2	13.3	.1
FATHER'S EDUCATION								
GRAMMAR SCHOOL OR LESS	21.5	8.1	22.4	9.8	19.7	7.9	18.9	5.5
SOME HIGH SCHOOL	24.0	16.3	24.6	21.0	23.3	14.7	20.8	10.7
HIGH SCHOOL GRADUATE	32.3	31.9	32.6	36.3	30.8	30.2	34.1	26.9
SOME COLLEGE	11.2	16.7	11.1	15.6	11.8	16.7	11.1	18.4
COLLEGE DEGREE	8.0	18.1	7.2	13.1	9.6	19.5	10.3	24.5
POSTGRADUATE DEGREE	3.0	9.0	2.2	4.1	4.7	11.0	4.9	14.2
MOTHER'S EDUCATION								
GRAMMAR SCHOOL OR LESS	12.5	4.9	13.0	6.2	11.8	4.5	10.1	3.3
SOME HIGH SCHOOL	22.1	13.2	21.7	16.7	24.4	12.4	18.7	8.6
HIGH SCHOOL GRADUATE	47.2	47.0	49.1	50.9	41.6	45.4	47.9	42.7
SOME COLLEGE	11.0	17.1	10.0	14.5	13.1	17.5	13.6	21.1
COLLEGE DEGREE	6.2	14.9	5.4	10.3	7.6	16.5	8.8	20.2
POSTGRADUATE DEGREE	1.0	2.9	.9	1.5	1.6	3.8	.8	4.1
RACIAL BACKGROUND (1)								
WHITE/CAUCASIAN	89.1	92.3	90.1	92.5	84.7	89.7	92.3	95.6
BLACK/NEGRO/AFRO-AMERICAN	8.0	5.3	6.5	4.0	13.0	8.6	6.2	2.7
AMERICAN INDIAN	1.3	.9	1.5	1.0	.9	.9	.3	.9
ORIENTAL	.3	.5	.3	.3	.4	.5	.3	.9
MEXICAN-AMERICAN/CHICANO	1.8	1.0	2.4	2.0	.4	.3	.7	.4
PUERTO RICAN-AMERICAN	.4	.2	.4	.1	.8	.3	.1	.2
OTHER	.8	1.2	.7	1.4	1.0	1.0	1.1	1.0
ESTIMATED PARENTAL INCOME								
LESS THAN $4,000	10.3	4.6	10.6	5.9	9.6	4.5	9.6	2.5
$4,000 - $5,999	11.9	6.1	11.7	7.2	13.6	6.3	9.1	4.0
$6,000 - $7,999	16.4	9.5	16.5	11.8	16.5	8.7	14.7	6.7
$8,000 - $9,999	15.5	12.8	15.8	15.0	14.6	11.5	16.0	10.9
$10,000 - $12,499	18.5	18.5	19.5	20.1	15.3	17.5	19.2	17.1
$12,500 - $14,999	11.5	14.7	11.3	14.5	11.3	14.7	13.6	15.0
$15,000 - $19,999	9.3	14.9	9.2	12.9	9.3	15.5	9.6	17.3
$20,000 - $24,999	4.0	8.1	3.3	6.1	5.5	8.6	5.6	10.8
$25,000 - $29,999	.7	3.8	.4	2.6	1.3	4.2	.8	5.4
$30,000 - $34,999	.6	2.3	.5	1.5	1.0	2.7	.5	3.1
$35,000 - $39,999	.2	1.2	.1	.6	.5	1.6	.3	1.7
$40,000 OR MORE	1.1	3.6	1.0	1.7	1.4	4.3	1.0	5.6

WEIGHTED NATIONAL NORMS
BY VETERAN STATUS AND TYPE OF INSTITUTION
FRESHMEN MEN: FALL, 1971

ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
RELIGION RAISED								
PROTESTANT	56.7	47.4	55.6	43.1	61.5	50.1	52.5	50.6
ROMAN CATHOLIC	35.9	36.2	37.5	39.7	30.0	34.6	38.4	32.7
JEWISH	.5	3.8	.3	2.0	.8	3.4	.8	7.4
OTHER	4.3	10.0	4.4	12.4	4.6	9.6	3.7	6.7
NONE	2.6	2.6	2.2	2.9	3.2	2.3	4.6	2.6
RELIGIOUS PREFERENCE								
PROTESTANT	42.5	38.5	41.8	35.3	47.1	41.8	35.9	39.2
ROMAN CATHOLIC	27.4	30.2	28.5	34.5	25.7	28.7	23.2	25.5
JEWISH	.5	2.9	.5	1.5	.4	2.5	.6	5.8
OTHER	8.8	12.2	9.3	14.3	7.3	11.9	9.0	9.3
NONE	20.8	16.1	19.8	14.4	19.6	15.2	31.3	20.2
FATHER'S OCCUPATION (2)								
ARTIST (INCL PERFORMER)	.7	.8	.7	.7	.5	.7	.9	.9
BUSINESSMAN	20.7	30.2	21.1	27.1	19.2	31.4	21.6	33.6
CLERGYMAN	.4	.9	.2	.6	.8	1.3	.0	.6
COLLEGE TEACHER	.4	.7	.4	.3	.3	.8	.3	1.2
DOCTOR (M.D. OR D.D.S.)	.5	1.9	.4	.7	.7	2.3	1.2	3.2
EDUCATOR (SECONDARY)	.8	2.2	.8	1.7	.9	2.8	.6	2.3
ELEMENTARY TEACHER	.3	.3	.3	.2	.4	.4	.2	.3
ENGINEER	4.2	7.7	4.3	6.8	4.1	7.0	3.3	10.1
FARMER OR FORESTER	7.3	6.7	7.2	8.4	6.7	5.0	9.8	6.2
HEALTH PROFESSIONAL (NON-M.D.)	1.3	1.2	1.1	1.1	1.5	1.1	3.0	1.5
LAWYER	.6	1.2	.6	.5	.6	1.4	.5	1.9
MILITARY CAREER	2.4	2.1	1.6	1.3	4.7	3.0	1.7	1.9
RESEARCH SCIENTIST	.4	.5	.3	.2	.4	.5	.6	1.1
SKILLED WORKER	21.5	13.1	22.4	15.7	20.6	12.0	17.5	10.4
SEMI-SKILLED WORKER	14.0	8.1	13.7	9.8	15.4	7.8	12.1	5.8
UNSKILLED WORKER	8.7	3.6	8.9	4.2	8.3	3.7	8.9	2.4
UNEMPLOYED	2.2	1.1	2.4	1.3	1.3	1.1	2.6	.8
OTHER	13.5	17.8	13.3	19.2	13.5	17.7	15.1	15.7
VETERAN								
NO	.0	100.0	.0	100.0	.0	100.0	.0	100.0
YES, SERVED IN SOUTHEAST ASIA	53.1	.0	55.2	.0	47.3	.0	52.4	.0
YES, DID NOT SERVE IN SE ASIA	46.9	.0	44.8	.0	52.7	.0	47.6	.0
MARITAL STATUS **								
PRESENTLY MARRIED	38.3	1.2	38.9	1.7	38.7	.9	32.0	.7
NOT MARRIED	61.7	98.8	61.1	98.3	61.3	99.1	68.0	99.3
DISTANCE FROM HOME TO COLLEGE								
5 MILES OR LESS	24.0	10.5	26.6	16.6	17.4	6.6	21.4	5.9
6-10 MILES	20.9	11.9	24.3	17.8	12.4	6.7	16.2	9.4
11-50 MILES	31.9	26.4	36.6	35.9	22.9	20.7	18.5	18.6
51-100 MILES	8.8	14.3	6.6	13.0	12.5	15.1	16.7	15.6
101-500 MILES	10.6	27.9	5.1	14.4	22.2	34.3	23.9	41.8
MORE THAN 500 MILES	3.7	8.9	.7	2.3	12.6	16.7	3.3	8.6

WEIGHTED NATIONAL NORMS
BY VETERAN STATUS AND TYPE OF INSTITUTION
FRESHMEN MEN: FALL, 1971

ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
AVERAGE GRADE IN HIGH SCHOOL								
A OR A+	.5	4.5	.3	1.1	.7	5.0	1.2	9.8
A-	1.2	7.3	.8	2.6	2.7	8.6	.6	13.3
B+	4.7	14.2	3.4	8.0	7.6	16.9	6.9	20.8
B	13.7	22.8	12.2	20.8	17.8	24.4	14.8	24.1
B-	15.4	18.7	15.4	20.5	15.6	18.0	15.1	16.5
C+	26.0	19.0	26.6	26.4	24.3	16.1	25.4	10.8
C	34.7	12.6	36.7	19.3	29.3	10.4	34.0	4.6
D	3.8	.8	4.7	1.4	2.0	.5	2.0	.1
RANK IN HIGH SCHOOL CLASS								
TOP QUARTER	8.7	36.4	4.8	16.4	17.9	43.4	15.6	59.8
SECOND QUARTER	24.8	32.3	21.3	33.1	32.2	33.9	33.0	28.8
THIRD QUARTER	47.9	26.5	52.4	42.4	38.0	19.7	38.5	9.9
FOURTH QUARTER	18.6	4.7	21.5	8.1	11.9	3.0	12.9	1.4
SECONDARY SCHOOL ACHIEVEMENTS								
PRESIDENT STUDENT ORGANIZATION	9.7	18.9	8.2	12.7	14.5	22.8	8.9	23.5
HIGH RATING STATE MUSIC CONTEST	4.5	8.6	3.7	6.7	7.4	9.6	3.8	10.5
STATE/REGIONAL SPEECH CONTEST	2.8	4.3	2.4	2.7	4.1	5.0	3.2	5.9
MAJOR PART IN A PLAY	11.6	14.6	10.2	11.8	15.6	16.6	12.4	16.3
VARSITY LETTER (SPORTS)	35.2	47.5	32.0	44.0	43.3	53.0	39.2	45.5
AWARD IN ART COMPETITION	5.7	4.8	6.7	5.1	3.5	4.6	3.8	4.5
EDITOR OF SCHOOL PAPER	3.1	8.4	2.6	6.0	4.6	9.9	4.1	10.6
ORIGINAL WRITING PUBLISHED	5.1	12.9	4.8	8.8	5.6	15.1	6.0	16.8
NSF SUMMER PROGRAM	.6	.9	.7	.3	.4	1.0	.1	1.7
STATE/REGIONAL SCIENCE PROGRAM	.9	2.2	.9	1.5	1.0	2.3	.9	3.4
SCHOLASTIC HONOR SOCIETY	2.9	19.5	1.4	6.9	6.2	24.0	5.6	34.3
NATIONAL MERIT RECOGNITION	2.0	7.8	1.7	2.9	3.1	9.1	1.6	14.1
YEAR FINISH SECONDARY SCHOOL **								
GRADUATED IN 1971	2.6	93.0	2.4	89.3	3.4	94.9	1.7	96.6
DID NOT GRADUATE IN 1971	97.4	7.0	97.6	10.7	96.6	5.1	98.3	3.4
HIGHEST DEGREE PLANNED								
NONE	7.0	6.5	8.2	10.6	4.4	4.1	4.4	3.1
ASSOCIATE (OR EQUIVALENT)	16.3	7.8	22.8	18.0	1.9	1.1	3.1	.8
BACHELOR'S (B.A., B.S.)	36.5	33.6	35.9	34.5	37.0	34.1	40.5	31.4
MASTER'S (M.A., M.S.)	22.8	25.5	18.2	19.2	33.6	30.9	31.1	28.3
PH.D. OR ED.D.	7.1	9.8	5.0	4.7	11.9	12.8	11.3	14.2
M.D., D.O., D.D.S., OR D.V.M.	2.6	7.1	2.2	3.8	3.2	7.2	4.8	12.5
LL.B. OR J.D. (LAW)	3.0	5.7	2.3	2.8	4.9	7.2	3.1	8.3
B.D. (DIVINITY)	.5	.5	.2	.3	1.6	.8	.0	.2
OTHER	4.0	3.4	5.2	6.0	1.5	2.0	1.7	1.3
CONCERN ABOUT FINANCING COLLEGE								
NO CONCERN	42.7	34.9	44.7	36.3	39.3	35.6	35.7	31.5
SOME CONCERN	49.3	55.3	47.7	54.6	52.0	53.8	55.5	58.5
MAJOR CONCERN	8.0	9.8	7.6	9.1	8.7	10.6	8.8	10.0

WEIGHTED NATIONAL NORMS
BY VETERAN STATUS AND TYPE OF INSTITUTION
FRESHMEN MEN: FALL, 1971

ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
MAJOR SOURCES OF FINANCIAL SUPPORT FOR COLLEGE (1)								
PART-TIME OR SUMMER WORK	17.7	35.1	18.3	41.4	16.8	28.9	16.0	33.3
SAVINGS FROM FULL-TIME EMPLOY	15.8	11.3	15.5	14.2	16.5	9.9	16.0	8.3
PARENTAL OR FAMILY AID OR GIFTS	4.7	51.2	4.3	43.0	6.0	52.4	4.3	63.5
PARENT'S MILITARY SERVICE	3.4	1.9	3.7	2.2	3.2	1.7	1.8	1.5
PERSONAL MILITARY SERVICE	82.7	.4	84.2	.2	76.8	.9	86.4	.1
SCHOLARSHIPS AND GRANTS	4.5	19.1	3.2	13.1	7.6	24.4	7.2	21.7
LOANS-NDEA/GOV'T INSURED/COLLEGE	6.2	14.2	6.2	12.2	6.4	16.3	5.6	14.5
OTHER REPAYABLE LOANS	2.2	5.8	2.1	5.8	2.7	6.7	1.5	4.4
PROBABLE MAJOR FIELD OF STUDY(2)								
AGRICULTURE (INCL FORESTRY)	4.2	5.4	4.5	8.3	2.2	2.4	6.8	5.0
BIOLOGICAL SCIENCES	3.1	4.5	2.5	3.1	3.9	5.3	5.1	5.5
BUSINESS	24.6	18.0	26.5	23.1	23.3	16.5	13.6	11.8
EDUCATION	4.4	4.7	3.3	5.0	7.8	6.0	3.8	2.1
ENGINEERING	11.8	13.3	12.8	14.4	8.0	10.8	13.9	15.2
ENGLISH	.6	1.2	.4	.7	.5	1.6	1.6	1.3
HEALTH PROFESSIONS (NON-M.D.)	6.1	2.4	7.0	2.7	4.2	2.2	4.7	2.3
HISTORY, POLITICAL SCIENCE	3.7	5.3	2.7	3.0	6.6	7.8	4.2	5.3
HUMANITIES (OTHER)	3.0	2.1	2.1	1.4	5.6	3.1	3.0	1.5
FINE ARTS	6.5	8.5	7.1	9.4	4.8	7.3	6.7	8.7
MATHEMATICS OR STATISTICS	1.1	2.7	1.0	1.3	1.4	3.5	.8	3.6
PHYSICAL SCIENCES	1.2	3.2	.8	1.4	2.3	3.8	2.3	5.1
PRE-PROFESSIONAL	6.8	12.7	5.9	7.9	7.7	13.7	11.4	19.2
SOCIAL SCIENCES	7.4	5.5	6.3	4.0	9.8	7.0	9.5	5.6
OTHER FIELDS (TECHNICAL)	11.6	7.1	13.8	10.4	6.6	4.7	8.3	5.1
OTHER FIELDS (NONTECHNICAL)	2.2	1.4	1.4	1.5	4.3	2.0	2.1	.5
UNDECIDED	1.7	2.4	1.8	2.5	1.1	2.3	2.2	2.2
PROBABLE CAREER OCCUPATION (2)								
ARTIST (INCL PERFORMER)	4.0	5.0	4.0	4.7	4.0	5.3	4.4	4.8
BUSINESSMAN	19.2	16.0	20.1	20.2	18.3	14.7	14.2	11.1
CLERGYMAN	1.3	1.0	.7	.7	3.5	1.8	.1	.5
COLLEGE TEACHER	.7	.8	.3	.4	1.6	1.0	.7	.9
DOCTOR (M.D. OR D.D.S.)	2.3	6.6	1.4	2.9	3.5	7.1	5.2	12.0
EDUCATOR (SECONDARY)	6.3	6.6	4.4	5.6	12.0	9.6	6.0	4.0
ELEMENTARY TEACHER	1.0	.8	.7	.8	2.0	1.3	1.0	.3
ENGINEER	8.2	9.7	8.6	8.8	5.3	8.1	13.7	13.5
FARMER OR FORESTER	4.1	4.8	4.1	6.9	3.4	2.7	5.4	4.5
HEALTH PROFESSIONAL (NON-M.D.)	4.5	3.8	4.6	4.2	4.2	3.0	4.8	4.2
LAWYER	3.7	6.9	3.1	3.6	4.8	8.6	5.3	9.8
NURSE	2.7	.2	3.4	.3	1.4	.1	1.4	.1
RESEARCH SCIENTIST	1.6	3.4	1.4	1.8	1.9	3.6	3.1	5.8
OTHER	30.7	21.3	33.5	26.8	25.8	18.9	22.5	15.6
UNDECIDED	9.6	13.0	9.8	12.2	8.3	14.1	12.3	12.8

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ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE **								
PARENTS WANTED ME TO GO	6.9	22.6	5.6	23.4	11.7	23.3	5.2	20.4
CONTRIBUTE MORE TO MY COMMUNITY	18.2	14.8	17.1	12.6	21.2	17.0	19.4	15.3
GET A BETTER JOB	76.6	77.0	79.7	81.8	72.0	74.2	63.9	72.9
GAIN A GENERAL EDUCATION	58.4	53.0	57.0	48.7	61.0	56.3	63.0	55.3
IMPROVE READING/STUDY SKILLS	34.8	21.0	36.5	22.8	32.8	21.9	26.6	16.9
NOTHING BETTER TO DO	2.4	2.2	2.5	2.1	2.4	2.0	1.5	2.5
BECOME MORE CULTURED	30.8	24.2	30.8	23.7	33.6	26.2	23.3	22.3
MAKE MORE MONEY	56.6	57.1	60.1	63.7	49.8	52.9	46.0	51.9
LEARN MORE ABOUT MY INTERESTS	68.4	64.3	69.8	62.5	64.3	64.4	68.2	67.1
MEET NEW/INTERESTING PEOPLE	29.4	36.7	30.0	32.9	27.5	39.4	29.3	39.0
PREPARE FOR GRAD OR PROF SCHOOL	36.8	39.0	36.5	36.4	38.3	39.4	34.5	42.7
REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE **								
RELATIVES WANTED ME TO GO	2.5	6.4	2.2	6.9	4.0	6.6	1.4	5.3
COLLEGE HAS A GOOD REPUTATION	29.0	35.0	26.2	26.8	35.6	39.0	33.3	43.4
MOST FRIENDS GOING TO THIS COL	2.6	4.7	2.2	6.5	3.1	3.3	3.9	3.7
LOW TUITION	22.3	18.7	25.4	26.1	15.0	12.5	17.1	15.1
ADVICE OF SOMEONE WHO ATTENDED	14.4	15.3	14.4	15.8	15.3	16.1	11.8	13.4
SPECIAL EDUC PROGRAM OFFERED	34.8	29.5	36.3	28.0	29.6	30.1	36.8	31.1
NOT ACCEPTED ANYWHERE ELSE	2.7	3.6	3.2	4.5	1.7	3.5	1.8	2.4
ADVICE OF GUIDANCE COUNSELOR	5.6	7.8	6.5	10.2	3.7	7.1	3.4	4.6
WANTED TO LIVE AT HOME	21.6	11.7	24.2	18.8	16.5	6.8	14.4	6.7
NEED FOR SPECIAL HELP IN (1) **								
ENGLISH	29.4	20.6	29.5	22.7	29.8	20.0	27.7	17.8
READING	14.1	12.4	14.6	12.7	12.6	11.9	13.4	12.7
MATHEMATICS	45.7	33.3	45.9	37.1	44.1	34.2	48.3	25.6
SOCIAL STUDIES	3.9	3.4	4.3	4.0	3.3	3.2	2.9	2.5
SCIENCE	14.5	16.2	14.7	15.8	14.3	18.4	14.1	13.8
FOREIGN LANGUAGE	23.6	24.3	21.3	19.7	29.3	29.9	27.1	23.8
AGREE STRONGLY OR SOMEWHAT								
GOV'T NOT CONTROLLING POLLUTION	87.6	90.5	86.8	89.2	89.1	90.9	89.8	91.9
GOV'T NOT PROTECTING CONSUMER	76.9	76.1	77.5	75.1	75.2	75.8	77.6	78.4
GOV'T NOT DESEGREGATING QUICKLY	47.9	50.8	48.7	51.7	46.0	50.0	46.7	50.1
TOO MANY RIGHTS FOR CRIMINALS	55.5	53.8	55.9	56.5	56.6	52.6	49.0	50.9
SHOULD ABOLISH DEATH PENALTY	47.9	53.5	47.3	50.1	48.7	55.0	51.1	57.1
WOMEN'S ACTIVITIES BEST IN HOME	48.6	52.1	51.0	58.1	45.6	51.2	37.5	43.4
BARELY COMMUNICATE WITH PARENTS	18.8	20.6	19.5	22.5	17.9	19.1	15.9	19.5
SHOULD LEGALIZE MARIJUANA	45.3	41.5	44.8	38.5	44.3	41.0	52.8	47.6
SHOULD DISCOURAGE LARGE FAMILIES	70.5	69.3	70.9	64.4	68.7	69.7	72.1	77.0
WOMEN SHOULD GET JOB EQUALITY	86.3	82.5	85.4	79.3	86.5	83.2	93.5	86.8
ALL SHOULD GET COL OPPORTUNITY	77.[illegible]	66.0	80.3	75.9	68.8	61.1	74.5	56.3
CAN DO LITTLE TO CHANGE SOCIETY	42.[illegible]	46.6	43.7	48.6	39.0	44.8	40.8	45.9

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ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
AGREE STRONGLY OR SOMEWHAT								
COL REGULATE STUDENTS OFF CAMPUS	18.3	13.9	17.4	15.2	22.4	14.6	14.2	10.8
BENEFIT OF COLLEGE IS MONETARY	65.9	66.2	68.8	74.6	59.4	61.9	60.2	58.0
STUDENTS HELP EVALUATE FACULTY	68.5	76.5	68.7	75.0	67.5	76.5	70.4	79.2
ABOLISH COLLEGE GRADES	27.8	42.4	27.3	41.8	30.3	42.7	25.4	43.1
DE-EMPHASIZE ORGANIZED SPORTS	26.5	26.9	27.6	26.5	24.1	25.5	24.3	29.7
REGULATE STUDENT PUBLICATIONS	42.0	32.1	43.6	38.5	40.1	30.6	33.0	23.3
COLLEGE HAS RIGHT TO BAN SPEAKER	38.5	29.4	39.1	33.0	38.6	28.3	33.6	25.0
GIVE DISADVANTAGED PREF TRTMNT	41.5	41.4	42.3	46.3	40.4	40.3	38.1	34.8
COL TOO LAX ON STUDENT PROTEST	58.2	49.2	60.3	53.3	54.9	49.0	49.0	42.5
ADOPT OPEN ADMISSIONS AT PUB COL	47.8	37.2	50.6	47.1	41.8	32.3	40.5	27.3
USE SAME DEGREE STANDARD FOR ALL	81.4	78.4	81.2	78.1	81.9	77.8	81.7	79.6
CURRENT POLITICAL PREFERENCE								
FAR LEFT	3.4	3.5	3.4	3.1	3.1	3.7	4.6	4.0
LIBERAL	34.7	36.9	33.7	32.5	35.7	38.1	39.6	42.5
MIDDLE-OF-THE-ROAD	40.6	43.7	42.2	48.7	37.4	41.5	36.4	38.4
CONSERVATIVE	20.1	15.0	19.2	14.7	23.2	15.8	18.5	14.4
FAR RIGHT	1.3	.9	1.6	1.0	.6	.9	.9	.7
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT								
ACHIEVE IN A PERFORMING ART	7.1	10.1	6.6	8.9	9.2	11.4	5.2	10.1
BE AN AUTHORITY IN MY FIELD	66.0	64.7	65.0	63.8	69.5	66.4	64.1	63.7
OBTAIN RECOGNITION FROM PEERS	40.1	42.2	38.7	40.2	43.8	43.9	41.4	43.3
INFLUENCE POLITICAL STRUCTURE	15.7	17.4	14.8	13.8	18.2	19.7	16.8	20.1
INFLUENCE SOCIAL VALUES	28.3	26.5	26.3	23.4	33.8	29.2	29.2	27.6
RAISE A FAMILY	62.7	56.2	62.7	55.9	63.7	58.3	60.0	53.4
HAVE ACTIVE SOCIAL LIFE	45.6	57.2	44.8	58.2	47.2	58.0	47.4	54.2
HAVE FRIENDS DIFFERENT FROM ME	48.6	57.5	47.9	56.5	49.4	58.9	52.1	57.1
BE AN EXPERT IN FINANCE	18.7	19.0	19.1	21.3	18.9	18.1	14.9	16.5
BE ADMINISTRATIVELY RESPONSIBLE	27.3	25.1	26.8	26.5	30.2	26.0	23.6	21.6
BE VERY WELL-OFF FINANCIALLY	41.1	50.7	42.3	55.1	38.6	48.2	37.4	46.7
HELP OTHERS IN DIFFICULTY	55.3	55.2	55.0	52.9	57.6	58.3	51.4	54.4
PARTICIPATE IN PEACE CORPS/VISTA	8.5	11.4	8.4	10.9	9.0	12.4	7.8	10.9
BECOME A COMMUNITY LEADER	14.7	16.2	12.3	13.5	21.7	19.7	15.0	15.6
CONTRIBUTE TO SCIENTIFIC THEORY	9.3	12.0	9.2	9.0	9.0	12.5	11.6	16.5
WRITE ORIGINAL WORKS	10.1	11.6	10.4	9.0	10.0	13.0	8.3	14.0
NEVER BE OBLIGATED TO PEOPLE	27.8	22.5	28.7	23.5	26.0	21.7	25.4	22.0
CREATE WORKS OF ART	10.0	11.3	10.0	11.2	9.1	10.6	12.7	12.4
KEEP UP WITH POLITICAL AFFAIRS	43.1	44.9	41.8	38.0	46.7	48.9	43.7	50.6
SUCCEED IN MY OWN BUSINESS	47.9	53.3	49.3	59.1	45.9	49.9	41.5	48.3
HELP CLEAN UP ENVIRONMENT	43.7	43.9	42.2	42.9	47.0	44.9	47.1	44.4
DEVELOP A PHILOSOPHY OF LIFE	65.1	63.5	63.7	55.7	67.2	68.8	70.5	69.0
PARTICIPATE IN COMMUNITY ACTION	23.5	23.8	22.6	22.0	27.3	26.6	21.1	22.6
MARRY WITHIN NEXT 5 YEARS	19.7	24.5	19.2	28.4	21.0	23.9	19.4	18.6

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ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
SELF RATINGS OF BETTER THAN 'AVERAGE' ON PERSONAL TRAITS								
ACADEMIC ABILITY	27.2	50.7	23.6	32.3	34.4	57.3	36.9	72.7
ATHLETIC ABILITY	37.8	46.2	36.5	43.9	41.5	49.3	38.3	45.5
ARTISTIC ABILITY	16.8	16.0	17.2	15.1	14.5	15.6	19.6	18.2
CHEERFULNESS	45.2	47.8	43.1	46.3	50.5	50.1	48.4	47.1
DEFENSIVENESS	30.4	26.6	31.4	26.4	28.6	26.6	27.4	27.0
DRIVE TO ACHIEVE	54.2	50.9	52.3	42.1	58.9	54.8	56.4	60.0
LEADERSHIP ABILITY	44.1	38.3	41.9	29.3	49.7	43.9	45.9	45.6
MATHEMATICAL ABILITY	20.5	38.4	19.0	26.5	22.6	40.8	27.6	55.3
MECHANICAL ABILITY	38.3	34.5	38.9	35.7	34.7	31.6	43.2	36.6
ORIGINALITY	28.2	35.2	27.6	28.9	29.0	37.3	31.2	42.7
POLITICAL CONSERVATISM	10.3	10.4	9.9	7.4	11.8	12.1	9.5	12.7
POLITICAL LIBERALISM	20.8	26.0	19.2	19.2	23.5	28.1	26.3	34.5
POPULARITY (GENERAL)	20.6	32.6	18.9	27.9	24.5	36.5	23.9	34.7
POPULARITY WITH OPPOSITE SEX	22.7	30.7	21.0	27.3	26.3	33.8	26.8	31.7
PUBLIC SPEAKING ABILITY	16.3	21.5	14.6	14.7	21.3	25.3	15.9	27.6
SELF-CONFIDENCE (INTELLECTUAL)	30.3	39.1	27.3	27.8	35.6	43.5	40.0	52.0
SELF-CONFIDENCE (SOCIAL)	27.9	29.9	25.3	26.1	34.0	33.2	32.7	31.5
SENSITIVITY TO CRITICISM	19.6	23.2	19.6	20.7	20.6	23.8	16.7	26.6
STUBBORNNESS	36.6	35.4	35.8	33.6	36.9	35.9	42.0	37.7
UNDERSTANDING OF OTHERS	53.7	58.7	52.5	54.3	57.1	61.6	54.1	61.8
WRITING ABILITY	18.7	26.9	17.1	18.9	23.5	30.4	19.0	35.2
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL								
GET MARRIED WHILE IN COLLEGE	12.0	7.1	11.9	6.8	12.3	7.3	12.9	7.2
MARRY WITHIN A YEAR AFTER COL	13.0	18.1	12.3	16.7	14.8	20.1	13.5	17.5
VOTE IN 1972 PRES ELECTION	80.1	75.3	79.2	70.2	82.2	76.9	81.8	81.6
ENLIST IN ARMED SERV BEFORE GRAD	2.0	3.2	.9	1.8	5.7	5.3	1.2	2.6
CHANGE MAJOR FIELD	6.7	12.0	6.9	8.3	6.1	13.3	7.0	16.2
CHANGE CAREER CHOICE	6.5	12.2	6.5	8.7	6.1	13.4	7.6	16.6
FAIL ONE OR MORE COURSES	3.0	2.5	3.0	2.3	2.9	2.8	3.6	2.2
GRADUATE WITH HONORS	4.3	5.2	3.9	3.5	5.2	5.9	4.8	7.2
BE ELECTED TO A STUDENT OFFICE	1.2	1.6	1.3	1.1	1.4	2.2	.5	1.6
JOIN SOC FRATERNITY OR SORORITY	7.5	12.8	7.1	9.1	9.5	15.9	4.9	14.6
BE ELECTED TO AN HONOR SOCIETY	.8	3.0	.7	1.5	1.2	3.6	.7	4.8
MAKE AT LEAST A 'B' AVERAGE	14.7	22.6	13.8	16.5	18.0	23.8	13.5	31.3
NEED EXTRA TIME TO GET DEGREE	7.6	3.8	8.3	4.2	6.5	3.4	5.1	3.5
WORK AT OUTSIDE JOB	46.7	32.7	49.8	40.0	39.3	26.7	41.6	29.0
SEEK VOCATIONAL COUNSELING	13.3	10.4	13.1	8.9	14.3	11.5	11.7	11.3
SEEK PERSONAL COUNSELING	5.0	6.5	4.9	4.9	6.2	8.3	3.1	6.4
ENROLL IN HONORS COURSE	1.8	5.7	1.4	2.2	2.5	6.5	2.5	10.7
GET TUTORING HELP IN COURSES	6.8	6.0	5.9	4.6	10.0	7.8	5.5	5.6
AUTHOR A PUBLISHED ARTICLE	2.5	4.1	2.4	2.7	2.6	5.0	3.8	5.4
BE MORE SUCCESSFUL THAN MOST	14.5	11.6	14.9	11.0	12.6	11.2	16.2	13.1
DROP OUT TEMPORARILY	1.5	1.4	1.5	1.2	1.4	1.5	.9	1.4
DROP OUT PERMANENTLY	1.1	.7	1.1	.7	1.0	.8	1.0	.5
TRANSFER TO ANOTHER COLLEGE	9.0	11.0	9.7	13.7	8.0	10.3	6.6	7.3
BE SATISFIED WITH MY COLLEGE	57.7	51.9	56.5	49.4	59.3	54.1	63.4	53.0

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ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS	VETERANS	NON-VETERANS
ACTIVITIES ENGAGED IN BY STUDENTS DURING THE PAST YEAR								
VOTED IN STUDENT ELECTION (3)	22.6	63.3	21.0	61.3	26.6	65.4	24.4	63.4
CAME LATE TO CLASS	30.9	55.5	30.3	55.6	34.6	56.1	25.4	54.7
PLAYED A MUSICAL INSTRUMENT	18.9	35.4	19.3	31.8	18.3	37.0	18.2	39.2
STUDIED IN THE LIBRARY (3)	15.9	27.6	14.3	24.5	21.0	29.7	13.9	29.6
CHECKED OUT A LIBRARY BOOK (3)	20.5	36.1	19.0	32.2	24.8	38.6	19.9	39.2
ARRANGED DATE FOR STUDENT	29.7	44.7	28.0	46.8	33.4	45.0	32.8	40.6
OVERSLEPT AND MISSED A CLASS	20.0	24.4	18.5	25.8	24.5	24.1	18.8	22.5
READ ABOUT RIGHTS/RESPONSIBILITY	41.7	64.2	38.2	60.0	50.1	67.0	44.5	67.2
TYPED A HOMEWORK ASSIGNMENT (3)	9.4	16.2	8.8	13.5	11.3	17.7	9.0	18.6
DISCUSSED FUTURE WITH PARENTS(3)	19.9	32.9	20.1	31.9	19.3	35.2	19.7	31.3
WAS LATE WITH SCHOOL ASSIGNMENT	43.0	73.6	41.2	75.7	47.7	73.5	43.8	70.4
ARGUED WITH A TEACHER IN CLASS	28.5	56.6	25.5	52.0	34.4	58.0	35.4	62.4
ATTENDED A RELIGIOUS SERVICE	63.9	84.3	61.7	82.6	70.2	86.7	62.8	83.9
DEMONSTRATED FOR RACIAL CHANGE	11.4	17.2	10.3	15.4	13.6	19.2	13.9	17.2
DEMONSTRATED FOR MILITARY CHANGE	16.8	13.2	17.4	11.4	14.2	14.3	19.4	14.5
DEMONSTRATED FOR SCHOOL CHANGE	9.3	33.6	9.3	30.5	9.3	36.4	9.6	34.8
DID EXTRA READING FOR COURSE (3)	8.1	12.0	7.9	8.7	8.1	13.5	8.8	15.2
TOOK SLEEPING PILLS	4.2	3.7	4.4	3.6	3.3	3.7	5.2	3.7
TUTORED ANOTHER STUDENT	19.7	40.5	16.6	30.6	27.1	45.6	22.8	49.7
PLAYED CHESS	43.0	52.2	40.0	47.2	49.7	53.9	46.8	58.0
READ POETRY NOT REQUIRED	38.0	45.9	34.7	40.1	45.1	50.2	43.5	49.4
TOOK A TRANQUILIZING PILL	6.4	4.4	6.9	4.6	4.8	4.3	6.9	4.2
DISCUSSED RELIGION (3)	13.6	20.8	12.7	15.9	16.8	24.3	12.1	23.8
TOOK VITAMINS	45.3	55.1	45.5	52.9	45.0	57.3	44.5	55.7
VISITED ART GALLERY OR MUSEUM	53.0	62.9	50.6	59.8	57.8	63.4	57.7	67.3
PARTICIPATED IN H.S. POL. CMPG.	12.8	35.6	10.2	29.7	19.2	40.2	15.0	38.8
PARTICIPATED IN OTHER POL.CMPG.	6.5	12.2	5.3	9.0	8.1	14.2	11.0	14.8
MISSED SCHOOL DUE TO ILLNESS (3)	1.0	2.2	1.1	2.6	.9	2.0	.5	1.9
SMOKED CIGARETTES (3)	32.5	16.1	33.7	20.2	29.6	14.1	30.9	12.0
DISCUSSED POLITICS (3)	17.8	23.9	15.8	17.5	21.4	26.8	22.7	30.6
DRANK BEER	73.8	70.9	72.6	73.7	74.4	68.7	81.2	69.5
DISCUSSED SPORTS (3)	34.8	54.5	32.5	52.3	39.7	58.7	39.3	52.1
READ ABOUT CIVIL RIGHTS	69.0	79.5	64.9	74.4	77.2	83.0	77.0	83.2
ASKED TEACHER FOR ADVICE (3)	10.1	20.5	9.0	17.0	12.6	23.3	11.9	22.3
HAD VOCATIONAL COUNSELING	38.7	45.5	38.3	48.5	40.8	45.3	36.5	40.6
STAYED UP ALL NIGHT	58.2	60.5	55.8	60.7	64.3	60.6	58.6	60.1

(**)
THIS ITEM IS REPORTED FOR THE FIRST TIME IN 1971. ITEMS NOT INDICATED WITH '**' ARE REPEATED OR MODIFIED QUESTIONS FROM ONE OR MORE OF THE EARLIER SURVEYS.

(1)
SINCE IT IS POSSIBLE THAT SOME STUDENTS MAY HAVE CHECKED MORE THAN ONE RESPONSE CATEGORY FOR THIS ITEM, THE PERCENTAGES MAY SUM TO MORE THAN 100.

(2)
RECATEGORIZATION OF THIS ITEM FROM A LONGER LIST IS SHOWN IN APPENDIX C OF THE 1971 NAT'L NORMS REPORT.

(3)
FREQUENTLY ONLY, ALL OTHER ITEMS FREQUENTLY PLUS OCCASIONALLY.

WEIGHTED NATIONAL NORMS
BY VETERAN STATUS AND TYPE OF INSTITUTION
FRESHMEN MEN: FALL, 1971

ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS
AGE BY DECEMBER 31, 1971								
16 OR YOUNGER	.0	.0	.0	.0	.0	.0	.0	.0
17	.0	.0	.0	.0	.0	.0	.0	.0
18	.3	1.9	.2	1.0	.2	4.8	1.0	.2
19	.5	8.4	.4	5.5	.4	17.2	1.5	4.1
20	3.2	6.5	3.2	6.2	2.4	6.9	5.6	8.0
21	10.4	8.0	10.1	8.0	9.3	6.5	15.1	12.5
22-25	72.9	50.6	73.2	53.8	72.0	42.1	72.1	52.3
26 OR OLDER	12.8	24.4	12.9	25.4	15.8	22.5	4.6	22.9
FATHER'S EDUCATION								
GRAMMAR SCHOOL OR LESS	22.1	20.8	23.6	20.9	20.0	19.4	14.1	24.1
SOME HIGH SCHOOL	23.6	24.5	22.9	26.8	26.8	20.2	22.1	19.3
HIGH SCHOOL GRADUATE	32.9	31.6	33.5	31.5	28.6	32.9	38.9	28.8
SOME COLLEGE	10.7	11.9	10.2	12.1	12.0	11.6	11.2	10.9
COLLEGE DEGREE	8.0	8.0	7.4	6.9	9.6	9.5	9.3	11.4
POSTGRADUATE DEGREE	2.7	3.3	2.4	1.8	2.9	6.3	4.4	5.4
MOTHER'S EDUCATION								
GRAMMAR SCHOOL OR LESS	11.7	13.4	11.7	14.6	12.4	11.2	9.6	10.5
SOME HIGH SCHOOL	22.3	21.8	21.4	22.1	26.7	22.3	18.8	18.7
HIGH SCHOOL GRADUATE	48.5	45.8	51.0	46.7	39.7	43.2	49.1	46.7
SOME COLLEGE	12.0	9.9	10.8	8.9	15.3	11.1	13.2	14.1
COLLEGE DEGREE	4.2	8.4	3.4	7.8	5.1	9.8	8.9	8.6
POSTGRADUATE DEGREE	1.3	.7	1.6	.0	.8	2.3	.4	1.4
RACIAL BACKGROUND (1)								
WHITE/CAUCASIAN	88.5	89.7	89.6	90.7	82.7	86.5	93.5	90.9
BLACK/NEGRO/AFRO-AMERICAN	7.9	8.0	6.2	6.9	14.8	11.4	5.6	6.8
AMERICAN INDIAN	.9	1.7	.9	2.3	1.2	.7	.2	.5
ORIENTAL	.4	.3	.4	.2	.3	.5	.6	.0
MEXICAN-AMERICAN/CHICANO	2.1	1.5	2.7	2.1	.5	.3	.8	.5
PUERTO RICAN-AMERICAN	.2	.7	.2	.6	.5	1.0	.2	.0
OTHER	.9	.7	.8	.6	1.3	.7	.5	1.8
ESTIMATED PARENTAL INCOME								
LESS THAN $4,000	10.8	9.8	10.6	10.7	12.1	7.4	9.2	10.1
$4,000 - $5,999	11.7	12.2	11.8	11.6	12.3	14.8	9.0	9.2
$6,000 - $7,999	15.8	17.0	15.3	18.0	17.8	15.3	15.5	13.8
$8,000 - $9,999	15.8	15.2	15.9	15.6	15.3	14.0	16.0	16.0
$10,000 - $12,499	19.7	17.1	20.6	18.1	17.4	13.5	17.9	20.6
$12,500 - $14,999	11.8	11.2	11.5	11.1	11.1	11.6	15.8	11.1
$15,000 - $19,999	9.4	9.1	10.0	8.2	7.4	10.9	8.9	10.5
$20,000 - $24,999	3.3	4.7	3.1	3.4	3.4	7.4	4.9	6.3
$25,000 - $29,999	.5	.9	.4	.5	.4	2.1	1.4	.2
$30,000 - $34,999	.3	.9	.2	.8	1.0	1.0	.2	.8
$35,000 - $39,999	.1	.3	.0	.3	.6	.4	.0	.7
$40,000 OR MORE	.8	1.5	.6	1.6	1.2	1.6	1.3	.6

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ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS
RELIGION REARED								
PROTESTANT	57.4	55.9	57.0	53.9	61.3	61.7	51.7	53.4
ROMAN CATHOLIC	35.6	36.2	36.8	38.4	29.1	30.7	41.0	35.6
JEWISH	.5	.5	.4	.2	.9	.7	.2	1.5
OTHER	4.2	4.5	3.8	5.0	5.8	3.5	3.1	4.3
NONE	2.3	2.9	1.9	2.4	3.0	3.4	4.0	5.2
RELIGIOUS PREFFRENCE								
PROTESTANT	42.8	42.3	43.4	39.8	44.2	49.7	33.9	38.1
ROMAN CATHOLIC	27.5	27.4	28.7	28.3	24.2	27.0	24.6	21.7
JEWISH	.5	.5	.5	.6	.5	.2	.2	1.0
OTHER	8.5	9.2	8.1	10.8	9.3	5.4	9.6	8.3
NONE	20.9	20.6	19.3	20.5	21.8	17.6	31.6	30.9
FATHER'S OCCUPATION (2)								
ARTIST (INCL PERFORMER)	.5	.9	.5	1.1	.5	.6	1.1	.7
BUSINESSMAN	20.6	20.8	19.9	22.6	22.6	16.2	21.6	21.7
CLERGYMAN	.3	.4	.2	.3	.9	.8	.0	.0
COLLEGE TEACHER	.2	.6	.1	.7	.3	.4	.4	.2
DOCTOR (M.D. OR D.D.S.)	.5	.6	.4	.4	.8	.7	1.2	1.2
EDUCATOR (SECONDARY)	.9	.7	1.2	.3	.2	1.5	.5	.7
ELEMENTARY TEACHER	.3	.4	.3	.4	.4	.4	.0	.5
ENGINEER	4.0	4.4	4.2	4.5	3.6	4.5	3.2	3.4
FARMER OR FORESTER	7.9	6.7	7.8	6.6	7.1	6.3	10.7	8.8
HEALTH PROFESSIONAL (NON-M.D.)	1.3	1.4	1.4	.7	1.5	1.5	.2	6.0
LAWYER	.4	.9	.4	1.0	.4	.7	.2	.8
MILITARY CAREER	1.7	3.1	1.9	1.4	1.7	7.4	.6	3.0
RESEARCH SCIENTIST	.4	.3	.4	.2	.0	.8	1.2	.0
SKILLED WORKER	21.5	21.6	22.5	22.3	20.6	20.6	15.1	20.0
SEMI-SKILLED WORKER	14.3	13.6	14.6	12.6	14.0	16.5	11.9	12.3
UNSKILLED WORKER	9.7	7.7	9.3	8.3	11.0	6.0	9.5	8.4
UNEMPLOYED	2.5	1.9	2.6	2.3	1.6	1.1	4.0	1.2
OTHER	13.1	14.1	12.4	14.5	13.1	13.9	18.8	11.1
VETERAN								
NO	.0	.0	.0	.0	.0	.0	.0	.0
YES, SERVED IN SOUTHEAST ASIA	100.0	.0	100.0	.0	100.0	.0	100.0	.0
YES, DID NOT SERVE IN SE ASIA	.0	100.0	.0	100.0	.0	100.0	.0	100.0
MARITAL STATUS **								
PRESENTLY MARRIED	38.2	38.4	38.3	39.7	42.6	35.3	26.6	38.0
NOT MARRIED	61.8	61.6	61.7	60.3	57.4	64.7	73.4	62.0
DISTANCE FROM HOME TO COLLEGE								
5 MILES OR LESS	23.9	24.1	25.0	28.6	21.7	13.4	20.6	22.2
6-10 MILES	23.1	18.4	26.3	21.8	16.6	8.6	11.7	21.0
11-50 MILES	32.0	31.8	36.6	36.6	22.9	22.9	15.5	21.9
51-100 MILES	8.4	9.3	5.8	7.6	12.8	12.2	19.5	13.7
101-500 MILES	10.6	10.7	5.7	4.3	20.1	24.1	28.6	18.8
MORE THAN 500 MILES	1.9	5.7	.6	.0	5.8	18.8	4.1	2.3

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	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS
AVERAGE GRADE IN HIGH SCHOOL								
A OR A+	.2	.7	.0	.6	.4	1.0	1.7	.7
A-	.5	2.0	.4	1.3	1.2	4.0	.0	1.2
B+	4.2	5.2	3.2	3.6	6.5	8.7	6.8	7.0
B	13.2	14.2	11.8	12.6	16.6	18.8	17.0	12.3
B-	14.2	16.9	15.0	15.9	11.1	19.6	14.6	15.7
C+	27.3	24.5	27.4	25.7	28.2	20.8	24.4	26.6
C	36.5	32.7	37.3	35.9	34.7	24.4	34.2	33.6
D	3.9	3.8	4.9	4.4	1.3	2.7	1.4	2.8
RANK IN HIGH SCHOOL CLASS								
TOP QUARTER	6.7	11.1	3.9	5.8	12.6	22.6	15.9	15.4
SECOND QUARTER	24.1	25.6	20.6	22.2	32.4	31.9	34.2	31.7
THIRD QUARTER	50.0	45.6	54.5	49.8	40.0	36.3	35.0	42.4
FOURTH QUARTER	19.3	17.8	21.0	22.2	15.0	9.2	15.0	10.5
SECONDARY SCHOOL ACHIEVEMENTS								
PRESIDENT STUDENT ORGANIZATION	9.4	10.0	8.1	8.3	13.7	15.2	9.8	7.9
HIGH RATING STATE MUSIC CONTEST	4.5	4.6	3.7	3.7	7.7	7.1	3.9	3.7
STATE/REGIONAL SPEECH CONTEST	2.3	3.4	2.0	2.8	3.9	4.2	1.2	5.4
MAJOR PART IN A PLAY	10.5	12.9	8.7	12.1	16.7	14.6	11.2	13.7
VARSITY LETTER (SPORTS)	36.9	33.3	35.5	27.6	39.9	46.4	41.1	37.1
AWARD IN ART COMPETITION	5.7	5.7	7.2	6.1	1.7	5.2	3.6	4.1
EDITOR OF SCHOOL PAPER	2.7	3.6	2.0	3.3	5.2	4.0	3.2	5.0
ORIGINAL WRITING PUBLISHED	4.4	5.8	3.8	5.9	4.7	6.3	8.4	3.4
NSF SUMMER PROGRAM	.5	.6	.7	.7	.0	.6	.0	.3
STATE/REGIONAL SCIENCE PROGRAM	1.0	.9	1.0	.7	.6	1.4	1.3	.5
SCHOLASTIC HONOR SOCIETY	1.9	4.0	1.0	2.0	3.7	8.5	5.3	6.0
NATIONAL MERIT RECOGNITION	1.9	2.1	1.8	1.6	2.4	3.6	1.4	1.8
YEAR FINISH SECONDARY SCHOOL **								
GRADUATED IN 1971	1.4	4.0	1.3	3.7	1.3	5.4	1.8	1.6
DID NOT GRADUATE IN 1971	98.6	96.0	98.7	96.3	98.7	94.6	98.2	98.4
HIGHEST DEGREE PLANNED								
NONE	5.6	8.6	6.5	10.3	3.1	5.5	3.5	5.5
ASSOCIATE (OR EQUIVALENT)	16.8	15.8	22.5	23.2	2.1	1.8	4.5	1.6
BACHELOR'S (B.A., B.S.)	38.8	34.0	36.5	35.2	44.1	30.7	45.8	34.6
MASTER'S (M.A., M.S.)	22.9	22.8	20.2	15.8	31.0	35.9	26.3	36.3
PH.D. OR ED.D.	6.1	8.3	4.8	5.3	9.0	14.5	10.0	12.8
M.D., D.O., D.D.S., OR D.V.M.	2.9	2.3	2.7	1.6	3.0	3.4	5.0	4.7
LL.B. OR J.D. (LAW)	2.9	3.0	2.2	2.4	5.0	4.7	3.5	2.7
B.D. (DIVINITY)	.3	.7	.1	.3	1.0	2.1	.0	.0
OTHER	3.7	4.5	4.5	6.0	1.6	1.4	1.4	2.0
CONCERN ABOUT FINANCING COLLEGE								
NO CONCERN	44.2	41.0	46.6	42.3	39.5	39.1	35.6	35.8
SOME CONCERN	47.4	51.5	44.9	51.1	52.9	51.3	55.7	55.3
MAJOR CONCERN	8.3	7.5	8.5	6.6	7.7	9.6	8.7	8.9

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MAJOR SOURCES OF FINANCIAL SUPPORT FOR COLLEGE (1)								
PART-TIME OR SUMMER WORK	17.2	18.4	17.8	18.9	16.9	16.8	12.5	19.9
SAVINGS FROM FULL-TIME EMPLOY	14.2	17.6	13.7	17.8	16.9	16.1	12.0	20.4
PARENTAL OR FAMILY AID OR GIFTS	3.3	6.3	3.2	5.6	3.8	7.9	2.6	6.1
PARENT'S MILITARY SERVICE	4.1	2.8	4.0	3.4	4.8	1.8	2.6	.8
PERSONAL MILITARY SERVICE	90.3	74.0	90.7	76.2	89.4	65.4	89.6	83.0
SCHOLARSHIPS AND GRANTS	3.7	5.4	2.5	3.9	6.8	8.3	6.1	8.3
LOANS-NDEA/GOV'T INSURED/COLLEGE	6.1	6.2	6.1	6.3	6.7	6.0	5.0	6.3
OTHER REPAYABLE LOANS	1.1	3.4	.7	3.8	2.2	3.1	1.6	1.3
PROBABLE MAJOR FIELD OF STUDY(2)								
AGRICULTURE (INCL FORESTRY)	5.0	3.2	5.3	3.6	3.2	1.4	7.0	6.5
BIOLOGICAL SCIENCES	2.6	3.6	2.0	3.1	4.1	3.7	3.6	6.8
BUSINESS	25.3	23.8	25.4	27.8	29.4	17.9	14.2	12.9
EDUCATION	4.9	3.8	4.2	2.3	8.2	7.4	3.5	4.0
ENGINEERING	11.6	11.9	13.1	12.5	5.9	9.9	14.0	13.9
ENGLISH	.6	.5	.6	.2	.5	.5	.9	2.3
HEALTH PROFESSIONS (NON-M.D.)	4.9	7.5	5.1	9.3	4.1	4.2	4.8	4.7
HISTORY, POLITICAL SCIENCE	3.2	4.3	2.3	3.1	5.8	7.3	4.1	4.4
HUMANITIES (OTHER)	2.3	3.7	1.9	2.4	4.0	6.9	1.9	4.1
FINE ARTS	6.8	6.2	7.5	6.6	4.3	5.3	7.6	5.7
MATHEMATICS OR STATISTICS	1.1	1.1	1.3	.7	.8	2.0	.4	1.2
PHYSICAL SCIENCES	1.2	1.3	.5	1.0	3.0	1.6	2.4	2.3
PRE-PROFESSIONAL	7.3	6.3	6.7	5.0	7.4	7.9	11.7	11.1
SOCIAL SCIENCES	8.2	6.4	7.4	4.8	10.7	9.1	9.1	9.8
OTHER FIELDS (TECHNICAL)	11.1	12.3	12.6	15.4	6.5	6.7	9.9	6.6
OTHER FIELDS (NONTECHNICAL)	1.6	2.8	1.7	1.0	.9	7.4	2.5	1.7
UNDECIDED	2.2	1.1	2.4	1.1	1.1	1.0	2.5	1.9
PROBABLE CAREER OCCUPATION (2)								
ARTIST (INCL PERFORMER)	3.5	4.5	3.1	5.0	3.7	4.3	6.8	1.8
BUSINESSMAN	19.1	19.3	18.3	22.4	24.5	13.1	12.6	15.9
CLERGYMAN	.9	1.8	.5	.9	2.4	4.5	.1	.0
COLLEGE TEACHER	.7	.7	.5	.1	1.2	2.0	.6	.8
DOCTOR (M.D. OR D.D.S.)	2.5	2.0	1.7	1.0	3.7	3.4	5.4	5.1
EDUCATOR (SECONDARY)	6.4	6.2	5.0	3.6	11.8	12.2	4.9	7.1
ELEMENTARY TEACHER	1.2	.8	1.0	.4	2.3	1.7	.8	1.2
ENGINEER	8.7	7.7	9.2	7.8	4.3	6.0	15.1	12.1
FARMER OR FORESTER	5.4	2.6	5.1	2.9	5.7	1.5	7.0	3.7
HEALTH PROFESSIONAL (NON-M.D.)	4.2	4.8	4.3	5.0	3.9	4.4	4.5	5.1
LAWYER	3.9	3.5	3.4	2.7	5.1	4.5	4.7	6.0
NURSE	2.0	3.6	2.2	4.8	1.0	1.7	2.4	.4
RESEARCH SCIENTIST	1.6	1.7	1.3	1.4	2.0	1.8	3.3	2.8
OTHER	28.4	33.3	31.7	35.8	20.5	30.2	20.8	24.4
UNDECIDED	11.6	7.5	12.7	6.2	7.9	8.6	11.0	13.6

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REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE **								
PARENTS WANTED ME TO GO	6.5	7.5	5.2	6.0	11.4	11.9	5.3	5.1
CONTRIBUTE MORE TO MY COMMUNITY	17.6	19.0	16.2	18.3	23.6	19.2	15.6	23.8
GET A BETTER JOB	77.2	75.8	79.2	80.2	74.2	70.0	67.9	59.4
GAIN A GENERAL EDUCATION	58.9	57.9	57.9	55.8	62.6	59.6	57.7	68.8
IMPROVE READING/STUDY SKILLS	35.8	33.8	36.9	36.1	36.8	29.4	23.9	29.6
NOTHING BETTER TO DO	3.2	1.5	3.5	1.3	3.1	1.9	1.8	1.2
BECOME MORE CULTURED	29.8	31.8	29.2	32.6	36.2	31.4	20.3	26.8
MAKE MORE MONEY	58.2	54.8	61.3	58.7	51.2	48.6	48.6	43.1
LEARN MORE ABOUT MY INTERESTS	66.1	68.7	68.8	71.0	67.0	62.0	65.2	71.7
MEET NEW/INTERESTING PEOPLE	28.4	30.5	29.1	31.1	27.0	27.9	25.3	33.9
PREPARE FOR GRAD OR PROF SCHOOL	35.9	37.7	36.2	36.9	35.1	41.0	35.3	33.7
REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE **								
RELATIVES WANTED ME TO GO	2.5	2.5	2.5	1.8	2.8	5.0	1.8	1.0
COLLEGE HAS A GOOD REPUTATION	27.5	30.7	26.4	25.9	28.7	41.7	33.8	32.8
MOST FRIENDS GOING TO THIS COL	2.5	2.6	2.0	2.5	3.9	2.5	4.5	3.3
LOW TUITION	20.9	23.9	24.4	26.6	11.0	18.7	15.0	19.4
ADVICE OF SOMEONE WHO ATTENDED	13.2	15.8	12.8	16.3	15.4	15.2	10.3	13.3
SPECIAL EDUC PROGRAM OFFERED	31.7	38.2	34.0	39.1	23.4	35.1	33.4	40.5
NOT ACCEPTED ANYWHERE ELSE	2.5	2.9	2.5	4.0	2.1	1.2	3.4	.0
ADVICE OF GUIDANCE COUNSELOR	5.8	5.5	6.6	6.5	3.9	3.6	3.4	3.3
WANTED TO LIVE AT HOME	21.9	21.3	24.0	24.5	19.3	14.1	9.4	19.9
NEED FOR SPECIAL HELP IN (1) **								
ENGLISH	32.4	26.0	32.0	26.3	34.3	25.8	30.6	24.6
READING	14.4	13.7	15.2	14.8	12.4	12.8	12.6	14.2
MATHEMATICS	46.7	44.5	45.6	46.2	48.5	40.2	51.7	44.5
SOCIAL STUDIES	4.2	3.6	4.6	3.9	3.3	3.3	3.1	2.6
SCIENCE	13.7	15.5	13.7	15.9	12.5	16.0	16.8	11.1
FOREIGN LANGUAGE	24.2	23.0	22.2	20.1	28.2	30.3	31.3	22.4
AGREE STRONGLY OR SOMEWHAT								
GOV'T NOT CONTROLLING POLLUTION	87.4	87.8	86.9	86.7	88.0	90.0	90.1	89.4
GOV'T NOT PROTECTING CONSUMER	75.8	78.3	75.9	79.3	74.3	76.0	77.9	77.1
GOV'T NOT DESEGREGATING QUICKLY	47.7	48.2	47.7	49.9	46.6	45.4	49.6	43.6
TOO MANY RIGHTS FOR CRIMINALS	55.7	55.3	55.4	56.5	58.3	55.0	51.4	46.4
SHOULD ABOLISH DEATH PENALTY	48.2	47.6	47.3	47.2	51.4	46.2	47.8	54.8
WOMEN'S ACTIVITIES BEST IN HOME	48.1	49.2	49.8	52.4	44.3	46.8	43.1	31.2
RARELY COMMUNICATE WITH PARENTS	18.6	19.0	19.2	19.8	19.1	16.8	12.4	19.9
SHOULD LEGALIZE MARIJUANA	45.7	44.9	44.9	44.7	45.7	43.1	53.1	52.4
SHOULD DISCOURAGE LARGE FAMILIES	70.0	71.1	70.0	72.1	69.2	68.3	71.9	72.3
WOMEN SHOULD GET JOB EQUALITY	84.7	88.2	84.2	86.8	83.9	88.8	90.7	96.6
ALL SHOULD GET COL OPPORTUNITY	79.5	74.5	81.6	78.7	74.0	64.0	74.5	74.4
CAN DO LITTLE TO CHANGE SOCIETY	42.3	42.5	43.8	43.6	39.7	38.3	34.9	47.3

WEIGHTED NATIONAL NORMS
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ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS
AGREE STRONGLY OR SOMEWHAT								
COL REGULATE STUDENTS OFF CAMPUS	18.2	18.4	17.4	17.4	22.4	22.4	14.1	14.3
BENEFIT OF COLLEGE IS MONETARY	65.0	66.9	67.1	70.8	60.5	58.5	58.1	62.5
STUDENTS HELP EVALUATE FACULTY	70.2	66.7	70.1	66.9	70.4	65.0	70.3	70.6
ABOLISH COLLEGE GRADES	27.2	28.6	27.0	27.7	28.9	31.5	24.0	27.0
DE-EMPHASIZE ORGANIZED SPORTS	23.6	29.9	23.8	32.2	23.7	24.6	20.9	28.1
REGULATE STUDENT PUBLICATIONS	42.1	41.7	42.8	44.7	41.5	38.8	37.8	27.5
COLLEGE HAS RIGHT TO BAN SPEAKER	37.4	39.8	38.1	40.4	36.2	40.7	34.6	32.4
GIVE DISADVANTAGED PREF TRTMNT	43.7	39.0	44.5	39.6	45.2	36.2	33.7	43.0
COL TOO LAX ON STUDENT PROTEST	57.6	58.8	59.2	61.8	53.5	56.2	54.4	43.0
ADOPT OPEN ADMISSIONS AT PUR COL	50.1	45.1	53.7	46.8	41.7	42.0	39.6	41.5
USE SAME DEGREE STANDARD FOR ALL	81.2	81.6	81.5	80.7	80.5	83.1	80.0	83.5
CURRENT POLITICAL PREFERENCE								
FAR LEFT	3.9	2.9	4.1	2.5	3.0	3.2	4.6	4.5
LIBERAL	34.8	34.5	33.7	33.7	38.1	33.4	35.9	43.6
MIDDLE-OF-THE-ROAD	41.4	39.6	43.6	40.4	34.1	40.3	41.2	31.2
CONSERVATIVE	18.3	22.1	16.8	22.2	23.9	22.6	17.1	20.0
FAR RIGHT	1.6	.9	1.8	1.2	.8	.4	1.1	.7
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT								
ACHIEVE IN A PERFORMING ART	7.1	7.1	6.5	6.8	9.7	8.8	6.0	4.3
BE AN AUTHORITY IN MY FIELD	65.6	66.4	64.5	65.7	68.8	70.2	67.2	60.6
OBTAIN RECOGNITION FROM PEERS	40.2	40.0	39.3	37.9	43.7	43.9	39.4	43.7
INFLUENCE POLITICAL STRUCTURE	17.2	14.1	16.6	12.6	19.3	17.2	16.6	17.0
INFLUENCE SOCIAL VALUES	27.1	29.6	25.8	26.9	31.6	35.8	26.8	31.9
RAISE A FAMILY	61.2	64.4	61.1	64.7	61.8	65.3	60.0	59.9
HAVE ACTIVE SOCIAL LIFE	47.7	43.3	47.5	41.6	48.2	46.4	48.2	46.6
HAVE FRIENDS DIFFERENT FROM ME	48.1	49.0	48.3	47.3	46.0	52.4	52.3	51.9
BE AN EXPERT IN FINANCE	19.0	18.3	18.3	20.1	21.8	16.4	16.5	10.8
BE ADMINISTRATIVELY RESPONSIBLE	24.5	30.5	23.5	30.9	27.6	32.5	25.4	21.5
BE VERY WELL-OFF FINANCIALLY	41.2	40.9	42.4	42.2	38.5	38.8	37.7	37.2
HELP OTHERS IN DIFFICULTY	53.7	57.1	54.1	56.3	54.5	60.4	48.4	54.7
PARTICIPATE IN PEACE CORPS/VISTA	8.9	8.1	8.9	7.8	9.3	8.8	7.9	7.8
BECOME A COMMUNITY LEADER	13.9	15.7	11.2	13.7	21.5	21.9	17.8	11.9
CONTRIBUTE TO SCIENTIFIC THEORY	9.4	9.3	9.5	8.8	8.4	9.6	11.1	12.2
WRITE ORIGINAL WORKS	10.5	9.7	10.9	9.7	9.9	10.0	8.0	8.6
NEVER BE OBLIGATED TO PEOPLE	28.3	27.2	28.7	28.6	26.2	25.7	29.9	20.1
CREATE WORKS OF ART	10.1	9.9	10.3	9.6	8.9	9.2	11.7	13.8
KEEP UP WITH POLITICAL AFFAIRS	43.9	42.2	42.5	40.9	48.4	45.1	44.3	42.9
SUCCEED IN MY OWN BUSINESS	47.4	48.4	47.8	51.2	48.1	44.0	42.8	40.1
HELP CLEAN UP ENVIRONMENT	43.5	44.0	42.4	42.1	46.7	47.3	45.3	49.1
DEVELOP A PHILOSOPHY OF LIFE	63.6	66.8	62.4	65.4	66.2	68.2	67.5	73.8
PARTICIPATE IN COMMUNITY ACTION	23.5	23.5	22.7	22.4	26.5	27.9	23.4	18.6
MARRY WITHIN NEXT 5 YEARS	19.5	19.8	18.9	19.7	20.9	21.1	21.6	17.0

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ITEM	ALL INSTITUTIONS		TWO-YEAR COLLEGES		FOUR-YEAR COLLEGES		UNIVERSITIES	
	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS
SELF RATINGS OF BETTER THAN 'AVERAGE' ON PERSONAL TRAITS								
ACADEMIC ABILITY	23.9	31.0	22.1	25.5	25.5	42.3	35.4	38.7
ATHLETIC ABILITY	37.8	37.9	37.6	35.1	37.1	45.5	40.6	35.9
ARTISTIC ABILITY	15.6	18.0	16.0	18.6	13.7	15.1	17.4	22.1
CHEERFULNESS	43.5	47.2	41.5	45.1	49.0	51.8	47.8	49.0
DEFENSIVENESS	32.3	28.3	33.2	29.1	30.2	27.2	29.7	24.7
DRIVE TO ACHIEVE	52.1	56.6	50.8	54.2	55.7	61.7	53.7	59.3
LEADERSHIP ABILITY	44.1	44.1	41.5	42.5	50.4	49.1	50.1	41.3
MATHEMATICAL ABILITY	17.7	23.7	17.3	21.1	16.8	27.7	24.3	31.1
MECHANICAL ABILITY	38.1	38.4	39.0	38.7	33.3	36.0	42.7	43.7
ORIGINALITY	26.2	30.5	25.2	30.5	27.5	30.3	31.4	31.0
POLITICAL CONSERVATISM	10.6	10.0	10.4	9.3	10.5	12.9	12.2	6.5
POLITICAL LIBERALISM	21.5	20.0	20.6	17.5	23.4	23.6	24.3	28.6
POPULARITY (GENERAL)	18.9	22.6	17.7	20.5	21.1	27.5	23.4	24.4
POPULARITY WITH OPPOSITE SEX	23.0	22.4	21.9	19.8	24.0	28.2	29.2	24.2
PUBLIC SPEAKING ABILITY	14.7	18.1	13.4	16.1	19.2	23.2	14.2	17.7
SELF-CONFIDENCE (INTELLECTUAL)	27.7	33.2	25.2	29.9	30.6	40.0	42.1	37.7
SELF-CONFIDENCE (SOCIAL)	26.7	29.4	24.5	26.2	30.9	36.9	34.5	30.8
SENSITIVITY TO CRITICISM	18.8	20.5	19.1	20.3	17.9	22.9	18.6	14.5
STUBBORNNESS	38.0	35.0	37.1	34.2	38.7	35.2	43.4	40.5
UNDERSTANDING OF OTHERS	53.2	54.3	52.9	52.1	54.0	59.9	53.7	54.6
WRITING ABILITY	17.4	20.2	15.7	18.9	22.2	24.6	20.3	17.6
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL								
GET MARRIED WHILE IN COLLEGE	13.5	10.4	12.6	11.0	15.9	9.1	15.1	10.5
MARRY WITHIN A YEAR AFTER COL	13.4	12.5	13.7	10.5	11.7	17.6	14.9	11.9
VOTE IN 1972 PRES ELECTION	80.7	79.5	79.3	79.0	84.9	79.7	81.7	82.0
ENLIST IN ARMED SERV BEFORE GRAD	1.0	3.2	.8	1.1	1.4	9.4	1.5	.9
CHANGE MAJOR FIELD	7.4	5.9	7.9	5.5	5.0	7.1	8.2	5.6
CHANGE CAREER CHOICE	7.0	6.0	7.8	4.9	4.4	7.6	6.3	9.0
FAIL ONE OR MORE COURSES	3.2	2.8	3.3	2.7	2.5	3.2	4.1	3.0
GRADUATE WITH HONORS	3.4	5.3	3.4	4.5	3.2	7.0	3.8	5.8
BE ELECTED TO A STUDENT OFFICE	1.2	1.3	1.3	1.2	1.0	1.8	.4	.6
JOIN SOC FRATERNITY OR SORORITY	6.5	8.6	6.5	8.0	8.2	10.7	2.4	7.7
BE ELECTED TO AN HONOR SOCIETY	.6	1.1	.8	.6	.2	2.1	.2	1.4
MAKE AT LEAST A 'B' AVERAGE	14.1	15.5	14.1	13.3	14.0	21.5	13.8	13.2
NEED EXTRA TIME TO GET DEGREE	7.7	7.5	8.0	8.6	7.6	5.6	5.5	4.7
WORK AT OUTSIDE JOB	45.8	47.7	47.8	52.2	41.7	37.1	38.0	45.6
SEEK VOCATIONAL COUNSELING	13.7	12.8	13.8	12.3	13.9	14.7	13.0	10.4
SEEK PERSONAL COUNSELING	3.9	6.3	4.4	5.5	2.6	9.4	2.9	3.3
ENROLL IN HONORS COURSE	1.4	2.1	1.3	1.5	1.5	3.4	1.8	3.2
GET TUTORING HELP IN COURSES	6.7	7.0	6.3	5.3	8.2	11.6	5.7	5.2
AUTHOR A PUBLISHED ARTICLE	2.3	2.8	1.9	3.0	3.7	1.7	2.4	5.4
BE MORE SUCCESSFUL THAN MOST	13.7	15.4	14.0	16.1	11.8	13.3	15.7	16.7
DROP OUT TEMPORARILY	1.4	1.5	1.3	1.8	1.6	1.3	1.6	.2
DROP OUT PERMANENTLY	.8	1.4	.7	1.7	.8	1.1	1.5	.5
TRANSFER TO ANOTHER COLLEGE	8.6	9.5	9.2	10.3	6.8	9.1	8.2	4.9
BE SATISFIED WITH MY COLLEGE	56.3	59.2	54.3	59.1	59.9	58.7	64.8	61.8

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	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS	SE ASIA VETERANS	NON-SE ASIA VETERANS
ACTIVITIES ENGAGED IN BY STUDENTS DURING THE PAST YEAR								
VOTED IN STUDENT ELECTION (3)	22.3	23.1	20.4	21.7	27.6	25.7	23.8	25.2
CAME LATE TO CLASS	29.7	32.3	28.9	32.0	32.6	36.4	28.9	21.4
PLAYED A MUSICAL INSTRUMENT	19.5	18.3	20.0	18.4	19.0	17.6	16.8	19.8
STUDIED IN THE LIBRARY (3)	15.3	16.5	13.0	15.8	22.9	19.2	14.9	12.7
CHECKED OUT A LIBRARY BOOK (3)	20.8	20.2	20.0	17.9	23.0	26.4	22.6	17.0
ARRANGED DATE FOR STUDENT	30.0	29.4	28.6	27.2	32.3	34.4	35.8	29.6
OVERSLEPT AND MISSED A CLASS	18.2	22.0	15.4	22.2	25.2	23.9	22.7	14.7
READ ABOUT RIGHTS/RESPONSIBILITY	41.0	42.4	37.9	38.6	50.5	49.8	42.8	46.5
TYPED A HOMEWORK ASSIGNMENT (3)	9.1	9.8	8.4	9.3	10.9	11.6	10.4	7.5
DISCUSSED FUTURE WITH PARENTS(3)	19.0	20.9	18.9	21.6	17.8	20.7	22.8	16.4
WAS LATE WITH SCHOOL ASSIGNMENT	42.8	43.3	41.3	41.1	46.6	48.7	45.5	41.9
ARGUED WITH A TEACHER IN CLASS	27.6	29.6	25.5	25.5	31.6	36.9	34.6	36.3
ATTENDED A RELIGIOUS SERVICE	62.5	65.4	61.1	62.5	68.0	72.1	60.3	65.6
DEMONSTRATED FOR RACIAL CHANGE	11.3	11.7	10.2	10.5	14.9	12.6	10.9	17.1
DEMONSTRATED FOR MILITARY CHANGE	16.2	17.5	16.5	18.6	15.9	12.7	14.9	24.3
DEMONSTRATED FOR SCHOOL CHANGE	8.0	10.7	7.7	11.2	8.6	9.9	8.9	10.2
DID EXTRA READING FOR COURSE (3)	6.8	9.4	6.7	9.5	6.4	9.6	9.0	8.6
TOOK SLEEPING PILLS	4.2	4.2	4.1	4.9	4.3	2.4	5.3	5.0
TUTORED ANOTHER STUDENT	18.4	21.3	16.4	17.0	23.0	30.8	23.1	22.4
PLAYED CHESS	42.8	43.2	40.3	39.6	48.7	50.6	48.1	45.4
READ POETRY NOT REQUIRED	35.3	41.1	32.5	37.5	42.1	47.6	40.8	46.5
TOOK A TRANQUILIZING PILL	6.4	6.4	6.5	7.5	5.9	3.8	7.5	6.3
DISCUSSED RELIGION (3)	11.4	16.1	10.6	15.2	14.7	18.7	9.8	14.5
TOOK VITAMINS	46.2	44.3	46.9	43.7	44.8	45.1	43.6	45.4
VISITED ART GALLERY OR MUSEUM	51.9	54.1	49.9	51.5	57.4	58.2	54.9	60.8
PARTICIPATED IN H.S. POL. CMPG.	11.8	14.0	8.8	12.0	20.4	18.3	14.7	15.3
PARTICIPATED IN OTHER POL.CMPG.	5.4	7.7	3.6	7.4	9.8	6.7	8.9	13.3
MISSED SCHOOL DUE TO ILLNESS (3)	.8	1.2	.9	1.3	.3	1.3	.6	.2
SMOKED CIGARETTES (3)	34.2	30.6	34.0	33.4	36.5	23.6	29.6	32.3
DISCUSSED POLITICS (3)	15.6	20.2	13.4	18.8	22.0	21.0	17.8	28.1
DRANK BEER	74.5	73.0	74.4	70.5	73.7	75.1	77.5	85.3
DISCUSSED SPORTS (3)	34.4	35.3	33.4	31.4	37.0	42.0	36.2	42.8
READ ABOUT CIVIL RIGHTS	67.7	70.4	64.4	65.6	77.0	77.4	71.1	83.5
ASKED TEACHER FOR ADVICE (3)	9.4	10.9	8.0	10.2	13.1	12.2	11.7	12.1
HAD VOCATIONAL COUNSELING	39.2	38.2	38.3	38.2	41.4	40.2	40.6	32.0
STAYED UP ALL NIGHT	57.3	59.2	55.1	56.7	63.2	65.4	59.8	57.2

(**)
THIS ITEM IS REPORTED FOR THE FIRST TIME IN 1971. ITEMS NOT INDICATED WITH '**' ARE REPEATED OR MODIFIED QUESTIONS FROM ONE OR MORE OF THE EARLIER SURVEYS.

(1)
SINCE IT IS POSSIBLE THAT SOME STUDENTS MAY HAVE CHECKED MORE THAN ONE RESPONSE CATEGORY FOR THIS ITEM, THE PERCENTAGES MAY SUM TO MORE THAN 100.

(2)
RECATEGORIZATION OF THIS ITEM FROM A LONGER LIST IS SHOWN IN APPENDIX C OF THE 1971 NAT'L NORMS REPORT.

(3)
FREQUENTLY ONLY, ALL OTHER ITEMS FREQUENTLY PLUS OCCASIONALLY.

Appendix A

1971 Student Information Form

1971 STUDENT INFORMATION FORM

191543

YOUR NAME _____ (please print) First Middle or Maiden Last

HOME STREET ADDRESS _____ (print)

CITY _____ (print) STATE _____ (print) Zip Code (if known)

When were you born? Month (01-12) Day (01-31) Year

GRP.

Dear Student:

The information in this report is being collected as part of a continuing study of higher education by the American Council on Education. The Council, which is a non-governmental association of colleges and educational organizations, encourages and solicits your cooperation in this research in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Council. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely yours, Logan Wilson

Logan Wilson, President

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated:

Use only black lead pencil (No. 2½ or less).
Make heavy black marks that fill the circle.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

Yes No

EXAMPLE: Will marks made with ball pen or fountain pen be properly read? ○ ●

1. Your Sex:
Male ○
Female ○

2. Are you presently married?
Yes ○
No ○

3. How old will you be on December 31 of this year? (Mark one)
16 or younger ○
17 ○
18 ○
19 ○
20 ○
21 ○
22-25 ○
26 or older ○

4. What was your average grade in secondary school? (Mark one)
A or A+ ○
A- ○
B+ ○
B ○
B- ○
C+ ○
C ○
D ○

5. Where did you rank academically in your high school graduating class? (Mark one)
Top Quarter ○
2nd Quarter ○
3rd Quarter ○
4th Quarter ○

6. Did you graduate from secondary school in the class of 1971?
Yes ○
No ○

7. Are you a veteran? (Mark one)
No ○
Yes, I served in Southeast Asia ○
Yes, but I did not serve in Southeast Asia ○

8. Mark one:
This is the first time I have enrolled in college as a freshman ○
I have attended this college before ○
I came to this college from a junior college ○
I came to this college from a four-year college or university ○

9. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items.

(Mark all that apply) Yes

Was elected president of one or more student organizations (recognized by the school) ○
Received a high rating (Good, Excellent) in a state or regional music contest ○
Participated in a state or regional speech or debate contest ○
Had a major part in a play ○
Won a varsity letter (sports) ○
Won a prize or award in an art competition ○
Edited the school paper, yearbook, or literary magazine ○
Had poems, stories, essays, or articles published ○
Participated in a National Science Foundation summer program ○
Placed (first, second, or third) in a state or regional science contest ○
Was a member of a scholastic honor society ○
Won a Certificate of Merit or Letter of Commendation in the National Merit Program ○

10. What is the highest academic degree that you intend to obtain? (Mark one)
None ○
Associate (A.A. or equivalent) ○
Bachelor's degree (B.A.,B.S.,etc.) ○
Master's degree (M.A.,M.S.,etc.) ○
Ph.D. or Ed.D. ○
M.D.,D.O.,D.D.S., or D.V.M. ○
LL.B. or J.D. (Law) ○
B.D. (Divinity) ○
Other ○

11. How many miles is this college from your home? (Mark one)
5 or less ○
6-10 ○
11-50 ○
51-100 ○
101-500 ○
More than 500 ○

12. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Some college	○	○
College degree	○	○
Postgraduate degree	○	○

13. Do you have any concern about your ability to finance your college education? (Mark one)
None (I am confident that I will have sufficient funds) ○
Some concern (but I will probably have enough funds) ○
Major concern (not sure I will be able to complete college) ○

14. For each item indicate if it is a source for financing your education. (Mark one in each row)

	Major Source	Minor Source	Not a Source
Part-time or summer work	○	○	○
Savings from full-time employment	○	○	○
Parental or family aid or gifts	○	○	○
Federal benefits from parent's military service	○	○	○
G.I. benefits from your military service	○	○	○
Scholarships and grants	○	○	○
NDEA loans, federally insured loans or college loans	○	○	○
Other repayable loans	○	○	○

15. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000	○	$15,000-$19,999	○
$4,000-$5,999	○	$20,000-$24,999	○
$6,000-$7,999	○	$25,000-$29,999	○
$8,000-$9,999	○	$30,000-$34,999	○
$10,000-$12,499	○	$35,000-$39,999	○
$12,500-$14,999	○	$40,000 or more	○

16. Are you: (Mark all that apply.)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

17. Mark one in each column:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant	○	○
Roman Catholic	○	○
Jewish	○	○
Other	○	○
None	○	○

18. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	Ⓥ	Ⓢ	Ⓝ
To be able to contribute more to my community	Ⓥ	Ⓢ	Ⓝ
To be able to get a better job	Ⓥ	Ⓢ	Ⓝ
To gain a general education and appreciation of ideas	Ⓥ	Ⓢ	Ⓝ
To improve my reading and study skills	Ⓥ	Ⓢ	Ⓝ
There was nothing better to do	Ⓥ	Ⓢ	Ⓝ
To make me a more cultured person	Ⓥ	Ⓢ	Ⓝ
To be able to make more money	Ⓥ	Ⓢ	Ⓝ
To learn more about things that interest me	Ⓥ	Ⓢ	Ⓝ
To meet new and interesting people	Ⓥ	Ⓢ	Ⓝ
To prepare myself for graduate or professional school	Ⓥ	Ⓢ	Ⓝ

19. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark Ⓕ. If you engaged in an activity one or more times, but not frequently, mark Ⓞ (occasionally). Mark Ⓝ (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	Ⓕ	Ⓞ	Ⓝ
Came late to class	Ⓕ	Ⓞ	Ⓝ
Played a musical instrument	Ⓕ	Ⓞ	Ⓝ
Studied in the library	Ⓕ	Ⓞ	Ⓝ
Checked out a book or journal from the school library	Ⓕ	Ⓞ	Ⓝ
Arranged a date for another student	Ⓕ	Ⓞ	Ⓝ
Overslept and missed a class or appointment	Ⓕ	Ⓞ	Ⓝ
Read about collegiate rights and responsibilities of students	Ⓕ	Ⓞ	Ⓝ
Typed a homework assignment	Ⓕ	Ⓞ	Ⓝ
Discussed my future with my parents	Ⓕ	Ⓞ	Ⓝ
Failed to complete a homework assignment on time	Ⓕ	Ⓞ	Ⓝ
Argued with a teacher in class	Ⓕ	Ⓞ	Ⓝ
Attended a religious service	Ⓕ	Ⓞ	Ⓝ
Demonstrated for a change in some racial or ethnic policy	Ⓕ	Ⓞ	Ⓝ
Demonstrated for a change in some military policy	Ⓕ	Ⓞ	Ⓝ
Demonstrated for a change in some administrative policy of my high school	Ⓕ	Ⓞ	Ⓝ
Did extra (unassigned) reading for a course	Ⓕ	Ⓞ	Ⓝ
Took sleeping pills	Ⓕ	Ⓞ	Ⓝ
Tutored another student	Ⓕ	Ⓞ	Ⓝ
Played chess	Ⓕ	Ⓞ	Ⓝ
Read poetry not connected with a course	Ⓕ	Ⓞ	Ⓝ
Took a tranquilizing pill	Ⓕ	Ⓞ	Ⓝ
Discussed religion	Ⓕ	Ⓞ	Ⓝ
Took vitamins	Ⓕ	Ⓞ	Ⓝ
Visited an art gallery or museum	Ⓕ	Ⓞ	Ⓝ
Worked in a school political campaign	Ⓕ	Ⓞ	Ⓝ
Worked in a local, state, or national political campaign	Ⓕ	Ⓞ	Ⓝ
Missed school because of illness	Ⓕ	Ⓞ	Ⓝ
Smoked cigarettes	Ⓕ	Ⓞ	Ⓝ
Discussed politics	Ⓕ	Ⓞ	Ⓝ
Drank beer	Ⓕ	Ⓞ	Ⓝ
Discussed sports	Ⓕ	Ⓞ	Ⓝ
Read about civil rights and liberties	Ⓕ	Ⓞ	Ⓝ
Asked a teacher for advice after class	Ⓕ	Ⓞ	Ⓝ
Had vocational counseling	Ⓕ	Ⓞ	Ⓝ
Stayed up all night	Ⓕ	Ⓞ	Ⓝ

20. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

21. Mark only three responses, one in each column.

- Your probable career occupation
- Your father's occupation
- Your mother's occupation

Ⓨ Ⓕ Ⓜ

NOTE: If your father (or mother) is deceased please indicate his (her) last occupation.

	Ⓨ	Ⓕ	Ⓜ
Accountant or actuary	Ⓨ	Ⓕ	Ⓜ
Actor or entertainer	Ⓨ	Ⓕ	Ⓜ
Architect	Ⓨ	Ⓕ	Ⓜ
Artist	Ⓨ	Ⓕ	Ⓜ
Business (clerical)	Ⓨ	Ⓕ	Ⓜ
Business executive (management, administrator)	Ⓨ	Ⓕ	Ⓜ
Business owner or proprietor	Ⓨ	Ⓕ	Ⓜ
Business salesman or buyer	Ⓨ	Ⓕ	Ⓜ
Clergyman (minister, priest)	Ⓨ	Ⓕ	Ⓜ
Clergy (other religious)	Ⓨ	Ⓕ	Ⓜ
Clinical psychologist	Ⓨ	Ⓕ	Ⓜ
College teacher	Ⓨ	Ⓕ	Ⓜ
Computer programmer	Ⓨ	Ⓕ	Ⓜ
Conservationist or forester	Ⓨ	Ⓕ	Ⓜ
Dentist (including orthodontist)	Ⓨ	Ⓕ	Ⓜ
Dietitian or home economist	Ⓨ	Ⓕ	Ⓜ
Engineer	Ⓨ	Ⓕ	Ⓜ
Farmer or rancher	Ⓨ	Ⓕ	Ⓜ
Foreign service worker (including diplomat)	Ⓨ	Ⓕ	Ⓜ
Housewife	Ⓨ	Ⓕ	Ⓜ
Interior decorator (including designer)	Ⓨ	Ⓕ	Ⓜ
Interpreter (translator)	Ⓨ	Ⓕ	Ⓜ
Lab technician or hygienist	Ⓨ	Ⓕ	Ⓜ
Law enforcement officer	Ⓨ	Ⓕ	Ⓜ
Lawyer (attorney)	Ⓨ	Ⓕ	Ⓜ
Military service (career)	Ⓨ	Ⓕ	Ⓜ
Musician (performer, composer)	Ⓨ	Ⓕ	Ⓜ
Nurse	Ⓨ	Ⓕ	Ⓜ
Optometrist	Ⓨ	Ⓕ	Ⓜ
Pharmacist	Ⓨ	Ⓕ	Ⓜ
Physician	Ⓨ	Ⓕ	Ⓜ
School counselor	Ⓨ	Ⓕ	Ⓜ
School principal or superintendent	Ⓨ	Ⓕ	Ⓜ
Scientific researcher	Ⓨ	Ⓕ	Ⓜ
Social worker	Ⓨ	Ⓕ	Ⓜ
Statistician	Ⓨ	Ⓕ	Ⓜ
Therapist (physical, occupational, speech)	Ⓨ	Ⓕ	Ⓜ
Teacher (elementary)	Ⓨ	Ⓕ	Ⓜ
Teacher (secondary)	Ⓨ	Ⓕ	Ⓜ
Veterinarian	Ⓨ	Ⓕ	Ⓜ
Writer or journalist	Ⓨ	Ⓕ	Ⓜ
Skilled trades	Ⓨ	Ⓕ	Ⓜ
Other	Ⓨ		
Undecided	Ⓨ		
Laborer (unskilled)		Ⓕ	Ⓜ
Semi-skilled worker		Ⓕ	Ⓜ
Other occupation		Ⓕ	Ⓜ
Unemployed		Ⓕ	Ⓜ

22. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

Trait	Above Average: Highest 10 Percent		Average	Below Average	Below Average: Lowest 10 Percent
Academic ability	O	O	O	O	O
Athletic ability	O	O	O	O	O
Artistic ability	O	O	O	O	O
Cheerfulness	O	O	O	O	O
Defensiveness	O	O	O	O	O
Drive to achieve	O	O	O	O	O
Leadership ability	O	O	O	O	O
Mathematical ability	O	O	O	O	O
Mechanical ability	O	O	O	O	O
Originality	O	O	O	O	O
Political conservatism	O	O	O	O	O
Political liberalism	O	O	O	O	O
Popularity	O	O	O	O	O
Popularity with the opposite sex	O	O	O	O	O
Public speaking ability	O	O	O	O	O
Self-confidence (intellectual)	O	O	O	O	O
Self-confidence (social)	O	O	O	O	O
Sensitivity to criticism	O	O	O	O	O
Stubbornness	O	O	O	O	O
Understanding of others	O	O	O	O	O
Writing ability	O	O	O	O	O

23. Mark one in each row: Agree Strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
The Federal government is not doing enough to control environmental pollution	O	O	O	O
The Federal government is not doing enough to protect the consumer from faulty goods and services	O	O	O	O
The Federal government is not doing enough to promote school desegregation	O	O	O	O
There is too much concern in the courts for the rights of criminals	O	O	O	O
The death penalty should be abolished	O	O	O	O
The activities of married women are best confined to the home and family	O	O	O	O
The "generation gap" between me and my parents is so great that we can barely communicate	O	O	O	O
Marijuana should be legalized	O	O	O	O
Parents should be discouraged from having large families	O	O	O	O
Women should receive the same salary and opportunities for advancement as men in comparable positions	O	O	O	O
Everybody should be given an opportunity to go to college regardless of past performance or aptitude test scores	O	O	O	O
Realistically, an individual person can do little to bring about changes in our society	O	O	O	O

24. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College officials have the right to regulate student behavior off campus	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
College grades should be abolished	O	O	O	O
Colleges would be improved if organized sports were de-emphasized	O	O	O	O
Student publications should be cleared by college officials	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O
Open admissions (admitting anyone who applies) should be adopted by all publicly-supported colleges	O	O	O	O
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	O	O	O	O

25. What is your best guess as to the chances that you will: (Mark one for each item)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?	O	O	O	O
Get married within a year after college?	O	O	O	O
Vote in the 1972 presidential election?	O	O	O	O
Enlist in the armed services before graduating?	O	O	O	O
Change major field?	O	O	O	O
Change career choice?	O	O	O	O
Fail one or more courses?	O	O	O	O
Graduate with honors?	O	O	O	O
Be elected to a student office?	O	O	O	O
Join a social fraternity, sorority, or club?	O	O	O	O
Be elected to an academic honor society?	O	O	O	O
Make at least a "B" average?	O	O	O	O
Need extra time to complete your degree requirements?	O	O	O	O
Have to work at an outside job?	O	O	O	O
Seek vocational counseling?	O	O	O	O
Seek individual counseling on personal problems?	O	O	O	O
Enroll in honors courses?	O	O	O	O
Get tutoring help in specific courses?	O	O	O	O
Author or co-author a published article?	O	O	O	O
Be more successful after graduation than most students attending this college?	O	O	O	O
Drop out of this college temporarily (exclude transferring)?	O	O	O	O
Drop out permanently (exclude transferring)?	O	O	O	O
Transfer to another college before graduating?	O	O	O	O
Be satisfied with your college?	O	O	O	O

26. Do you feel that you will need any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

English O Mathematics O Science O
Reading O Social studies O Foreign language O

27. Below is a list of 68 different undergraduate major fields grouped into general categories. Mark only three of the 68 fields as follows:

① First choice (your probable major field of study).
② Second choice.
Ⓛ The field of study which is least appealing to you.

ARTS AND HUMANITIES

Architecture	① ② Ⓛ
English (literature)	① ② Ⓛ
Fine arts	① ② Ⓛ
History	① ② Ⓛ
Journalism (writing)	① ② Ⓛ
Language (modern)	① ② Ⓛ
Language (other)	① ② Ⓛ
Music	① ② Ⓛ
Philosophy	① ② Ⓛ
Speech and drama	① ② Ⓛ
Theology	① ② Ⓛ
Other	① ② Ⓛ

BIOLOGICAL SCIENCE

Biology (general)	① ② Ⓛ
Biochemistry	① ② Ⓛ
Biophysics	① ② Ⓛ
Botany	① ② Ⓛ
Zoology	① ② Ⓛ
Other	① ② Ⓛ

BUSINESS

Accounting	① ② Ⓛ
Business admin.	① ② Ⓛ
Electronic data processing	① ② Ⓛ
Secretarial studies	① ② Ⓛ
Other	① ② Ⓛ

ENGINEERING

Aeronautical	① ② Ⓛ
Civil	① ② Ⓛ
Chemical	① ② Ⓛ
Electrical	① ② Ⓛ
Industrial	① ② Ⓛ
Mechanical	① ② Ⓛ
Other	① ② Ⓛ

PHYSICAL SCIENCE

Chemistry	① ② Ⓛ
Earth science	① ② Ⓛ
Mathematics	① ② Ⓛ
Physics	① ② Ⓛ
Statistics	① ② Ⓛ
Other	① ② Ⓛ

PROFESSIONAL

Health Technology (medical, dental, laboratory)	① ② Ⓛ
Nursing	① ② Ⓛ
Pharmacy	① ② Ⓛ
Predentistry	① ② Ⓛ
Prelaw	① ② Ⓛ
Premedical	① ② Ⓛ
Preveterinary	① ② Ⓛ
Therapy (occupat., physical, speech)	① ② Ⓛ
Other	① ② Ⓛ

SOCIAL SCIENCE

Anthropology	① ② Ⓛ
Economics	① ② Ⓛ
Education	① ② Ⓛ
History	① ② Ⓛ
Political Science (government, int. relations)	① ② Ⓛ
Psychology	① ② Ⓛ
Social work	① ② Ⓛ
Sociology	① ② Ⓛ
Other	① ② Ⓛ

OTHER FIELDS

Agriculture	① ② Ⓛ
Communications (radio, T.V., etc.)	① ② Ⓛ
Computer Science	① ② Ⓛ
Environmental Science	① ② Ⓛ
Electronics (technology)	① ② Ⓛ
Forestry	① ② Ⓛ
Home economics	① ② Ⓛ
Industrial arts	① ② Ⓛ
Library science	① ② Ⓛ
Military science	① ② Ⓛ
Physical education and recreation	① ② Ⓛ
Other (technical)	① ② Ⓛ
Other (nontechnical)	① ② Ⓛ
Undecided	① ② Ⓛ

Please be sure that only three circles have been marked in the above list.

28. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming an authority in my field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Obtaining recognition from my colleagues for contributions in my special field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Influencing the political structure	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Influencing social values	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Raising a family	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Having an active social life	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Having friends with different backgrounds and interests from mine	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming an expert in finance and commerce	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Having administrative responsibility for the work of others	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being very well-off financially	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Helping others who are in difficulty	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Participating in an organization like the Peace Corps or Vista	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming a community leader	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Making a theoretical contribution to science	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Writing original works (poems, novels, short stories, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Never being obligated to people	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Creating artistic work (painting, sculpture, decorating, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Keeping up to date with political affairs	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being successful in a business of my own	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming involved in programs to clean up the environment	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Developing a meaningful philosophy of life	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Participating in a community action program	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Getting married within the next five years	Ⓔ	Ⓥ	Ⓢ	Ⓝ

29. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here?
(Mark one answer for each statement.)

	Very important	Somewhat important	Not important
My relatives wanted me to come here	Ⓥ	Ⓢ	Ⓝ
This college has a very good reputation	Ⓥ	Ⓢ	Ⓝ
Most of my friends are going to this college	Ⓥ	Ⓢ	Ⓝ
Because of low tuition	Ⓥ	Ⓢ	Ⓝ
Someone who had been here before advised me to go	Ⓥ	Ⓢ	Ⓝ
Because of the special educational programs offered	Ⓥ	Ⓢ	Ⓝ
I was not accepted anywhere else	Ⓥ	Ⓢ	Ⓝ
My guidance counselor advised me to go	Ⓥ	Ⓢ	Ⓝ
I wanted to live at home	Ⓥ	Ⓢ	Ⓝ

DIRECTIONS:

The remaining circles are provided for items specifically designed by your college, rather than by the American Council on Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

30.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
31.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
32.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
33.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
34.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
35.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
36.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
37.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
38.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
39.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

DO NOT MARK
⓪ ⓪ ⓪ ⓪ ⓪
① ① ① ① ①
② ② ② ② ②
③ ③ ③ ③ ③
④ ④ ④ ④ ④
⑤ ⑤ ⑤ ⑤ ⑤
⑥ ⑥ ⑥ ⑥ ⑥
⑦ ⑦ ⑦ ⑦ ⑦
⑧ ⑧ ⑧ ⑧ ⑧
⑨ ⑨ ⑨ ⑨ ⑨
① ② ③ ④ Ⓐ

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Appendix B

Coding Scheme for Collapsed Items

Probable Major Field of Study

Probable Occupation

Father's Occupation

Probable Major Field of Study

Collapsed Category	Item Response Alternatives
Agriculture	Agriculture; Forestry
Biological Sciences	Biology (general); Biochemistry; Biophysics; Botany; Zoology; Other Biological Sciences
Business	Accounting; Business Administration; Data Processing; Secretarial Studies; Other Business
Education	Education; Physical Education and Recreation
Engineering	Aeronautical; Civil; Chemical; Electrical; Industrial; Mechanical; Other Engineering
English	English (literature)
Health Professions	Health Technology; Nursing; Pharmacy; Therapy
History and Political Science	History (Arts and Humanities); History (Social Science); Political Science
Humanities (Other)	Language (modern); Language (other); Philosophy; Theology; Other Arts and Humanities
Fine Arts	Architecture; Fine Arts; Journalism; Music; Speech and Drama
Mathematics and Statistics	Mathematics; Statistics
Physical Sciences	Chemistry; Earth Science; Physics; Other Physical Science
Preprofessional	Predentistry; Prelaw; Premedical; Preveterinary
Social Sciences	Anthropology; Economics; Psychology; Social Work; Sociology; Other Social Science
Other Fields (Technical)	Other Professional; Communications; Computer Science; Environmental Science; Electronics; Industrial Arts; Other Technical
Other Fields (Nontechnical)	Home Economics; Library Science; Military Science; Other Nontechnical
Undecided	Undecided

Probable Occupation

Collapsed Category	Item Response Alternatives
Artist (including Performer)	Actor or Entertainer; Artist; Interior Decorator; Musician; Writer or Journalist
Businessman	Accountant or Actuary; Business Executive; Business Owner or Proprietor; Business Salesman or Buyer
Clergyman	Clergyman; Clergy (other religious)
College Teacher	College Teacher
Doctor (M.D. or D.D.S.)	Dentist (including orthodontist); Physician
Educator (secondary)	School Counselor; School Principal or Superintendent; Teacher (secondary)
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician or Home Economist; Lab Technician or Hygienist; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer (attorney)
Nurse	Nurse
Research Scientist	Scientific Researcher
Other Choice	Architect; Business (clerical); Clinical Psychologist; Computer Programmer; Foreign Service Worker; Housewife; Interpreter; Law Enforcement Officer; Military Service; Social Worker; Statistician; Skilled Trades; Other
Undecided	Undecided

Father's Occupation

Collapsed Category	Item Response Alternatives
Artist (including Performer)	Actor or Entertainer; Artist; Interior Decorator; Musician; Writer or Journalist
Businessman	Accountant or Actuary; Business Executive; Business Owner or Proprietor; Business Salesman or Buyer
Clergyman	Clergyman; Clergy (other religious)
College Teacher	College Teacher
Doctor (M.D. or D.D.S.)	Dentist (including orthodontist); Physician
Educator (secondary)	School Counselor; School Principal or Superintendent; Teacher (secondary)
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician or Home Economist; Lab Technician or Hygienist; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer (attorney)
Military Career	Military Service (career)
Research Scientist	Scientific Researcher
Skilled Worker	Skilled Trades
Semi-skilled Worker	Semi-skilled Worker
Unskilled Worker	Laborer (unskilled)
Unemployed	Unemployed
Other	Architect; Business (clerical); Clinical Psychologist; Computer Programmer; Foreign Service Worker; Housewife; Interpreter; Law Enforcement Officer; Nurse; Social Worker; Statistician; Other Occupation

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